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Title of Thesis – Titre de la thèse
THE FUNCTION OF THE FURTHER EDUCATION COUNCIL COORDINATOR IN ALBERTA.

Degree for which thesis was presented
Grade pour lequel cette thèse fut présentée
M. Ed.

Year this degree conferred
Année d'obtention de ce grade
1985

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THE FUNCTION OF THE FURTHER EDUCATION COUNCIL COORDINATOR

by

ROLAND HARLEY SEVILLE

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA
FALL, 1985

THE UNIVERSITY OF ALBERTA

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YEAR THIS DEGREE GRANTED	1985

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ABSTRACT

The purpose of this study was to explore the activities of the further education council coordinator from the coordinator's viewpoint. More specifically the study investigated selected individual characteristics of a coordinator, obtained reactions to a series of task statements and consolidated these task statements into a description of the activities that a coordinator might be assigned as a normal function of her/his position. Additionally the study applied an assessment model to determine areas where coordinators feel, and do not feel, they should be devoting their time.

Finally, the study explored the relationship of a series of personal, professional and organizational characteristics of the coordinators to the defined activities.

Seventy-six coordinators employed as of January 11, 1984, comprised the study population. Seventy questionnaires were returned representing a return rate of 92.1%.

Data were collected on the individual characteristics of the coordinators and from the responses to a list of 58 task statements. These data were subjected to appropriate content analysis and statistical analysis procedures.

The findings indicated that coordinators were in general agreement as to tasks that were appropriate to their function and those that were inappropriate. Strong agreement was also discovered about tasks that were being carried out to a high degree as well as those in which coordinators were involved to a low degree.

Coordinators felt strongly that activities to do with leadership, and community development were most appropriate to their function and that they were in fact, actively carrying out such activities whenever possible, to a high degree.

Activities such as taking and typing minutes, arranging for field trips and collecting tuitions were perceived by coordinators as inappropriate to their duties and were being carried out to a low degree or avoided wherever possible.

It was felt that the compilation of a list of tasks, in which coordinators were actively engaged and which coordinators felt were appropriate to their overall function, would be of significant value in the development of a job description for council coordinators.

This description would be of great assistance to councils, their designated hosting authorities and government in orienting, guiding and evaluating the efforts of coordinators. Inservice training activities as well could be developed on the basis of this study's findings.

ACKNOWLEDGEMENT

The writer wishes to acknowledge the support and assistance of the many fine people who helped to make this study possible. I am most appreciative of the patience, assistance and understanding provided to me by my thesis supervisor, Dr. C. S. Bumbarger. Thanks also to the other members of the thesis committee, Dr. H. Roberts and Dr. J. Small for their constructive interest.

Thanks go out to family and friends for encouragement, support and the occasional gentle prodding.

Special thanks must go to:

- The many staff members of the Alberta Department of Advanced Education for overall support,
- The council Coordinators for their cooperation,
- Mr. Horace Ottley for his encouragement in embarking on this venture,
- Mrs. Christiane Prokop for her efforts and constructive suggestions in data gathering and interpretation,
- Mrs. Gwen Simpson for her efforts and expertise on the word processor.

Final and particular thanks are reserved for my father, J. Harvey Seville, for his teachings that the pursuit of education is an endeavor best prized and never taken for granted.

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CHAPTER I

INTRODUCTION

Education may be defined as the influence of learning on the capability of people to respond effectively to physical, economic and social pressures and opportunities.

> The consequences of learning anything inevitably lead to behavioral changes and to people's believing that they can do anything. When people believe that, they begin to act, to start things, to initiate democratic activity, to participate more in society (Draves, 1982:22).

A carefully developed, widely supported and effectively managed system of education is an integral component of any progressive society. The challenge to maintain such a system is difficult and ongoing but the rewards are numerous and will reflect themselves positively in virtually every aspect of that society's operation.

A school system must be grounded in the society that its supporters wish to achieve. It must educate according to its ideal, and its policies, structure and curriculum must consistently represent what this society is to be. There is no doubt that we educate for society and that education is a major social force.

This idea was well summarized by the State of California Educational Bulletin #20.

> Education for the solution of problems in a democratic society includes the total range of human learning, from the learning of the simple means of communication, reading and writing, to the actual solution of the most complicated problems of human relations (1951:2).

If we are to believe that the real business of education is to maximize an individual's adaptability then we must conclude that educational levels differ in the sense that they prepare individuals who are at different levels of adaptation.

The early, so-called K-12, years provide a basis on which later individual development builds and create an attitudinal approach to the issues and challenges that will arise later. Many educators feel that this process cannot begin too early.

The Worth Report A Choice of Futures (1972), prepared under the auspices of the Alberta Government Commission on Educational Planning stressed that education should not be denied to the under-six and outlined three goals for what is described as early education (Early Ed.): the provision of stimulation, the fostering of a sense of identity and the provision of appropriate socialization experiences (p.50). Worth saw this early education as being stage one in a system of lifelong education that would develop in the young child skills for dealing with information and symbols, would promote an appreciation of various means of self-expression, would nurture curiosity and develop the ability to think and learn, would promote the aspect of self-worth and as a consequence increase the capacity to adapt and live with others.

The skills and ideals developed as an Early Ed. student should be, in Worth's view, encouraged in the Basic Education system (grades 1 - 12) where each school would reflect the uniqueness of its clients and community and each student would develop his own identity and ability to adapt in an environment of equal opportunity.

Barely a year later Edgar Faure (1973:3) in Learning to Be provided support and clarification:

> Equal opportunity for all does not mean nominal equality, the same treatment for everyone, as many still believe today; it means making certain that each individual receives a suitable education at a pace and through methods adapted to his particular person.

But what of those who are already adult? And those who have been rejected by or who have encountered a series of negative experiences with the school system? We cannot assume that the school years have equipped all individuals to cope throughout their entire lives. Indeed, current thinking refutes this assumption and places the challenge for ensuring that child and adult alike are able to adjust and develop throughout their lifetime squarely within the concept of "lifelong learning" or "continuing education."

Faure (1973:181) stressed that "Every individual must be in a position to keep learning throughout his life. The idea of lifelong education is the keystone of a learning society."

Under this concept the traditional focus upon schooling for children and youth has broadened to a more comprehensive view of education for all ages; education from cradle to grave.

Ideally, what is available for the traditional student is available to adults through a variety of courses, both formal and informal, part-time and full-time, credit and non-credit. These courses are offered through a variety of postsecondary institutions, government departments, community agencies, business and industry.

In this sense what emerges from lifelong or continuing education is the more specific aspect of "adult education" as outlined by London and Wenkert (1976:239):

> Adult Education covers virtually all areas in which more knowledge and skills are needed to assume adult roles in today's world . . . (it) includes all forms of education for adults, whether it be vocational, remedial, recreational, liberal, technical, professional, religious, or family life education.

Whether we refer to adult education specifically or not however, the fact is clear that the concept of lifelong learning or continuing education has gained wide acceptance. It is regarded as the means by which society may cope with knowledge growth in science and technology and provide overall individual development while ensuring that the traditional, basic educational principles are maintained.

This acceptance and its significance was clearly stated in the Council of Europe's document Workers in Adult Education, their Status, Recruitment and Professional Training (1966:88) which identified

> the growing sense that education can no longer be considered merely as a preparation for life, but that it is an informing influence throughout the whole of life equally relevant to work and leisure, to social responsibility, and to personal satisfaction.

In simple terms lifelong learning goes on as long as we go on.

In Alberta, the importance of continuing education was widely and formally supported by the government in the early 1970's through the Minister of Advanced Education who stated that:

> The ultimate objective of any continuing education programme should be to help each citizen of our province develop toward the maximum of his skills, talents and individual uniqueness. A dilemma that must be faced is that this ultimate objective can never be achieved, because the more one develops, the greater one's

> potential becomes. Learning, then, can be regarded as a life long process. In this respect also, learning can be equated with living.
>
> Honourable James L. Foster
> Minister of Advanced Education
> Edmonton Journal, Tuesday, January 4, 1972

Prior to 1974, Alberta's universities, public and private colleges, institutions, school boards, and a host of agencies both public and private were involved to various degrees in offering non-credit, part-time courses to adults. There was, however, an identified lack of coordination which resulted in program duplication, program "gaps" and overall ineffective utilization of the human, physical and financial resources at hand.

These identified weaknesses and the public frustration that grew out of them resulted in several years of consultation amongst educational institutions, various agencies and concerned community groups.

On April 1, 1975, the Further Education Policy was implemented and immediately received support from the different organizations involved in offering adult education courses.

The basic intent of the policy was to provide coordination of further education programming at the local level and to standardize financial support of those stakeholder groups.

This document formally established the Further Education Services Branch of Alberta Advanced Education and began the active organization of Further Education Councils which would decentralize authority, financial support and responsibility for further education throughout the province.

The policy provided administrative and financial support for the councils which were made up of volunteers and various organizational and governmental representatives concerned with the character and quality of adult education programs. The structure and functioning of these councils were approved by the Department of Advanced Education and funding was provided to the councils according to procedures outlined in the Further Education Policy Guidelines and Procedures (Appendix I).

In his report entitled Towards System in Continuing Education, T. C. Byrne (1981:1) provided an analysis of three public policies in Alberta's continuing education scene: the Further Education Policy, the Consortium Policy and the Community School Policy. He saw the Further Education Policy as "The major organizational structure designed to achieve coordination and eliminate duplication among the further educational offerings of education institutions, public and private agencies. . . ."

Further Education Councils

At the present time there are 85 councils operating throughout the province, 76 of which employ a further education coordinator to oversee the various activities required of the council in its provision of adult courses throughout the community it serves.

It is not difficult to describe a typical further education council in Alberta. Broadly speaking, councils may be divided into 2 groups: those serving adults in urban centres and those operating in rural areas. The Further Education Services Branch of Alberta Advanced Education categorizes urban councils as those operating in a city, the remainder are designated as rural councils. Thus although the urban adult participants greatly outnumber those in rural areas, most of the councils operate in rural communities (map, Appendix I).

As previously indicated each council consists of those public and private agencies, institutions and individuals involved and/or interested in the delivery of part-time, non-credit education within its community. These council members, referred to as Local Hosting Authorities, are responsible for identifying non-credit education needs and the subsequent development and delivery of programs to address them. A Designated Hosting Authority, generally a school board or public college, provides administrative, accounting and clerical services to the council and, as well, may be a programming agent.

The Department of Advanced Education, Further Education Services in the Preamble to its Expectations Document for Councils, Designated Hosting Authorities and Coordinators (1982:2) addressed these constituent members of local further education councils and encouraged them

> to communicate, to cooperate and to coordinate their resources to provide a community further education program to meet the needs and wants of the people they serve,

and stressed that

> mutually established and supportive community further education goals will help found a system that values lifelong learning in a learning society in order that the quality of life may be enriched for all community members.

Council Coordinators

It is considerably more difficult to describe a typical further education council coordinator. This individual carries, on a day-to-day basis, such a multitude of responsibilities and is the council leader for such a variety of aspects that essentially the coordinator is the council! The coordinator may oversee the human, capital and physical resources, provide leadership, administrative, clerical and public relations support, supply information to the community from external origins and disseminate locally the news and events from community sources. Her/his function is one of local involvement and this involvement provides a significant catalyst for community growth.

Dr. Hayden Roberts, in his recent work Culture and Adult Education (1982:267), states that "each local council's main energy, in the smaller centres, has been focused through a local part-time coordinator. . . ."

Councils and the Future

In an earlier study of Continuing Education Needs in the Yellowhead Region of Alberta (1973:4) Small and Roberts observed that "the councils are becoming increasingly discriminating in two areas: awareness of (a) the needs within their particular areas and (b) the range and quality of existing program services."

This growing sense of discrimination is vital to a council's development as it attempts to meet the pressures of increasing course requirements, increasing enrollments, increasing agency representation and decreasing operating grants.

The combination of a low birth rate and a lower death rate is changing the culture of Alberta and has resulted in a growing adult majority with all of its adherent requirements. More adults yield an increasing demand for education which leads typically to increased program diversity, all of which puts increased demands on available resources.

There is then a growing need to effectively and efficiently organize councils into groups that will be able to identify and respond to various technical, economic and cultural influences with meaningful course and program offerings. To do this councils must know what to expect of their front line resource, the coordinator, and the coordinator must know what is expected of her/him, feel comfortable with her/his overall function and be properly oriented to the position. In this way the council may develop to meet the needs of the community and utilize the resources available to it in the most effective manner.

In his recent study of Council Coordinator satisfaction Sonoda (1983:129) concludes that:

> The role of the coordinator should be defined with more precision. The tasks, goals and objectives should be clearly articulated particularly as they relate to the council, the designated hosting authority, Further Education Services, and the community they serve.

This study will address two aspects of this recommendation: (1) the need for a more comprehensive definition of the tasks associated with the coordinator's function and (2) a compilation of these tasks so that coordinators may properly orient themselves and their colleagues to the position with greater ease and clarity.

The final report of the Third World Conference in Adult Education developed by UNESCO (1973:50) reads in part:

> The commission was in no doubt that the biggest challenge facing Adult Education in the 1970's will be how to mobilize and train sufficient professional personnel to discharge the multivarious tasks involved in enabling adults to learn and to want to go on learning.

One of the significant supporters of adult education in Alberta is the further education council coordinator. As previously outlined these individuals are involved in carrying out these "multivarious tasks," their efforts in a large way are responsible for the present adult educational involvement throughout the province. A study of the tasks being carried out by the coordinator and a compilation of these tasks into a meaningful document that may be employed as an effective orientation tool is then a timely and very worthwhile project. Such research would go a long way toward enlightening those individuals connected with further education councils and would serve to increase the effectiveness of the coordinator's individual and collective efforts.

As Campbell points out in Adult Education as a Field of Study and Practice (1977:182) regarding workers in adult education:

> To effect an even modest improvement in their collective competence would have the immediate consequence of sharply advancing the quality of the adult education program.

This study is dedicated to that improvement in coordinator competence which will manifest itself in increased program diversity and quality.

Purpose of the Study

The purpose of this study is to explore the activities of the further education council coordinator from the coordinator's viewpoint. The study will investigate selected individual characteristics of a coordinator, will obtain reactions to a series of task statements and will consolidate these task statements into a description of the activities that a coordinator might be assigned as a normal function of her/his position. Additionally, the study will apply an assessment model which will utilize discrepancy analysis to determine areas where coordinators feel they should be most effectively devoting their time and those where time is not necessary. Finally the study will explore the relationship of a series of personal, professional and organizational distinctions to the defined activities.

Statement of the Problems

Problem 1. To identify and order in terms of importance tasks that are or should be performed by coordinators.

Sub-Problem 1.1. To develop a series of items of work (tasks) where coordinators are currently devoting their time and believe they should be.

Sub-Problem 1.2. To develop a series of items of work where coordinators are currently devoting their time and believe they should not be.

Sub-Problem 1.3. To develop a series of items of work where coordinators are not currently devoting their time and believe they should be.

Sub-Problem 1.4. To develop a series of items of work where coordinators are not currently devoting their time and believe they should not be.

Problem 2. To determine to what extent the judged degree of activity of tasks performed by the coordinator is influenced by her/his personal, professional and organizational characteristics.

Sub-Problem 2.1. To what extent is the judged degree of activity of tasks performed by the coordinator influenced by:

1. Her/his age,
2. Her/his length of service as coordinator in the current location,
3. Her/his prior service on a further education council,
4. Her/his length of residence in the area served by the council,
5. The size of the community served by the council,
6. The region (as designated for future education regional workshops) in which the council is located,
7. The full or part-time nature of her/his position,
8. Her/his annual salary,
9. Her/his employment in a paid position other than as coordinator,

10. The number of hours per week worked as coordinator,
11. Her/his present level of schooling, and
12. Her/his recent enrollment in a personal development program,

Problem 3. To determine to what extent the judged level of appropriateness of tasks performed by the coordinator is influenced by her/his personal, professional and organizational characteristics.

Sub-Problem 3.1. To what extent is the judged level of appropriateness of tasks performed by the coordinator influenced by:

1. Her/his age,
2. Her/his length of service as coordinator in the current location,
3. Her/his prior service on a further education council,
4. Her/his length of residence in the area served by the council,
5. The size of the community served by the council,
6. The region (as designated for future education regional workshops) in which the council is located,
7. The full or part-time nature of her/his position,
8. Her/his annual salary,
9. Her/his employment in a paid position other than as coordinator,
10. The number of hours per week worked as coordinator,
11. Her/his present level of schooling, and
12. Her/his recent enrollment in a personal development program.

Limitations and Delimitations

This study is subject to the limitations imposed by the instrumentation employed.

The findings of this study are descriptive of one select group--further education council coordinators--and are therefore directly applicable only to those individuals involved in the study.

The population of the coordinators is delimited by virtue of the exclusion of eight further education councils from the study.

Information generated was relative not absolute. There is then the possibility that items of a "borderline" nature have been placed in inappropriate quadrants in the QAM. These "borderline" items should be considered by any person utilizing the information for study or other purposes.

Assumptions

The following have been assumed to facilitate the study:

1. Tasks of coordinators can be accurately identified.
2. The group selected to provide data for this study was the most appropriate population to consult.
3. In valuation of the task activity and appropriateness by the respondents there was an earnest attempt to accurately reflect their opinions.
4. The questionnaires were read, understood and completed by the respondents in good faith.

Definition of Terms

Activities of the Coordinator

The tasks performed by the coordinator throughout a typical work day/week in the completion of her/his responsibilities.

Coordinator

The individual hired by the designated hosting authority to organize and coordinate educational services for the further education council.

The Department

The Alberta Department of Advanced Education.

Function

Webster (1971:225) defines function as "(1) a special duty described in work, (2) the normal or characteristic action of anything," while Funk & Wagnalls (1977:541) provides a more specific meaning: "(1) The specific, natural, or proper action or activity of anything. (2) The special duties or action of anyone in an occupation, office or role."

Further Education Council

A non-profit organization comprising people in communities throughout the province who individually, or as representatives of institutions or organizations, hold responsibilities for offering further education courses to adults.

Local Hosting Authority

A member agency of a further education council which may be:

(a) an Alberta public advanced education authority which has responsibilities for offering Further Education Courses to adults. This includes the Banff Centre, boards of governors of Alberta universities, boards of governors of Alberta public colleges, Alberta vocational centres, technical institutes and school boards;

(b) a public agency as specified under the laws, regulations or departmental operating procedures of the Government of Alberta which has responsibilities for offering Non-Credit Further Education Courses to adults and may include, for example any recreation board, public health unit, agricultural extension or preventive social services office;

(c) a private agency, institution or organization registered under the Societies Act of Alberta, the Cooperatives Act of Alberta or defined under the Department of Advanced Education Act or the Colleges Act, which offers Non-Credit Further Education Courses on a non-profit, non-sectarian, public service basis, and may include organizations such as the Young Men's Christian Association, Young Women's Christian Association, Rural Education and Development Association, Agricultural

Societies, Allied Arts Councils, Women's Institutes, and Independent Colleges in Alberta.

Minister

The Minister of Advanced Education.

Role

Some confusion was experienced in defining role as opposed to task and function for it became obvious that "in the field" the terms are used inter-changeably; particularly in regard to the coordinator's duties. Such comments as "It's not my role to develop newspaper advertisements" or "My task is to perform a leadership role," were received in interviews with Coordinators.

The literature is not much assistance in this regard. In his thesis Reid (1971:14) defines role as "A set of expectations applied to the incumbent of a particular position;" (remarkably similar to Funk & Wagnalls' definition of function which preceded). Webster (1971:471) applies the definition "a function assumed by someone," while Mintzberg (1973:55) quotes Sarbin and Allen and states that a role is "an organized set of behaviours belonging to an identifiable office of position." Finally Campbell (1972:10) defines task as "A group of series of activities related to a specific function or goal . . .," very similar to Reid's definition of "role" and Carter (1973:6) gathers everything up in his definition of Behavioral Role which:

> consists of the duties, tasks, functions, operations and responsibilities that a respondent believes a coordinator actually should perform in the fulfillment of his role.

For purposes of this study the definition of role is borrowed from Fedorak (1973:5):

> Role: An incumbent's specific overt behaviour resulting from his perception of the expectations held for that position.

Task

Webster's (1971:556) definition of task as "a piece of work to be done" compares with that of Funk & Wagnalls (1977:1371) "A specific amount of labour or study imposed by authority or required by duty or necessity."

For Breer and Locke (1965:266) task refers to a complex of stimuli upon which the individual performs certain operations to achieve certain outcomes: They point out that "An occupation can best be thought of as a system of tasks . . ." (p.9) and state that:

> Although no one has ever attempted a comprehensive classification of tasks, there are some obvious distinctions that might be made. Thibault and Kelly, for example, distinguish between conjunctive and disjunctive tasks, i.e. tasks which require the synchronized efforts of at least two people and those which require but one individual's response (p.9-10).

As indicated earlier there was considerable interchange experienced in the use of task, function and role while conducting this study, but for its purpose Campbell's (1972:10) definition of task will apply as partially outlined above:

> Task: A group or series of activities related to a specific function or goal such that they can be adequately described so as to be easily comprehended as a single unit by a respondent.

Again, for purposes of this study, the coordinator's role can best be thought of as a system of tasks, each of which should be easily understood in order for her/him to properly perform her/his function.

Job of the Further Education Council Coordinator

The sum total of all the tasks performed by the coordinator in the entire scope of her/his responsibilities; a task is included in the rob regardless of the amount of time devoted to it, the degree of importance attached to it or the ability to perform it.

Organization of the Thesis

Chapter I outlined the need for, significance, and purpose of the study. Assumptions, limitations and delimitations were presented. This chapter contained, as well, a statement of the problems and definition of terms.

Chapter II contains a short developmental background and review of related literature.

Chapter III describes the population, the instrumentation and an account of procedures employed in the data collection.

An analysis of the data is provided in Chapter IV. A description of the respondents, a list of task statements in order of importance and various influences on the completion of these tasks is provided as well.

Chapter V presents a summary of the study, conclusions, implications and suggestions for further research.

CHAPTER II

DEVELOPMENTAL BACKGROUND AND REVIEW OF RELATED LITERATURE

Introduction

The purposes of this chapter are to present a developmental background and review of related literature concerning the transforming concept of education, the increasing trend toward support of lifelong learning, the development of government support for adult education programs and the subsequent response by the government of Alberta. The focus is upon continuing education and particularly further education councils, the council coordinator and her/his development.

Lifelong Learning

For much of the past 100 years, concern with learning in Canada has focused on schools and youth. This emphasis rests on the idea that one's life develops in three distinct phases: education for youth, employment throughout the bulk of the years and retirement in old age. This approach to learning is overly structured, too felicitous and is, to a growing degree, not the way people wish to learn. People require learning opportunities on an ongoing basis and particularly during the middle and retirement stages of life, that will enable them to understand and cope with the continuous changes in economic and social conditions and to lead richer lives.

The Report of the Commission of Post-Secondary Education in Ontario (1972:22) noted that "continuing education is a transforming concept whose time has come and whose bracing impact will be felt."

The Symons Report (1978:83) states that "Part time and continuing education constitutes an increasingly large and important aspect of higher education in Canada." The report goes on to explain that "Changing employment patterns, increasing population mobility, the recent phenomenon of 'stepping out' and more leisure time to pursue independent study . . ." have resulted in these increases throughout the country.

Paul Bergevin (1967:v) in A Philosophy for Adult Education, observes this historical concern from an American viewpoint and notes that:

> Children's education is important, but the strong emphasis on it over the years has made many adults believe that the education they got as children and youths, plus a little experience along the way, is enough to carry them through the vicissitudes of adult life.

Bergevin concludes that:

> The one big, or maybe not so big educational meal taken as children can hardly be expected to sustain us through a lifetime full of challenge and adjustment.

Cropeley (1977:13), in addressing the trend toward continuous learning throughout one's life from a more psychological perspective, states that this process of continuous learning

> . . . will not be restricted to the traditional three R's of school, but will be extended to all psychological domains. Children will need to acquire knowledge not only of the facts and processes of their societies' technological and social organization, but of themselves, of other people and of their own and other cultures.

Cropeley concludes that the traditional focus of education has broadened to a more comprehensive or "cradle to grave" view and points out that

> in recent educational theory, emphasis is also moving away from education's role in the provision of cognitive skills and focussing more on that of fostering interpersonal and intrapersonal development.

This realization, that there is an increasing requirement that education endeavor to bring about complete individual development and self-actualization, is shared by Lenzand and Shaevitz in their book So You Want to Go Back to School. They observe that "there is a growing realization that education is a continuing process, as dynamic and ongoing as life itself. To learn is to grow and to be fully human" (1977:x).

Finally, Gordon (1980:171) puts the trend in more practical terms:

> Changes occur with great speed, and their consequences are communicated very quickly across continents and cultures. . . . In these circumstances it is not surprising that continuing education is seen as an important vehicle for assisting citizens, parents, workers, managers--all those in our society who have assumed adult roles and responsibilities--to cope with change.

Adults of all ages, with diverse backgrounds and levels of education are returning to learning situations. The interesting and informative series of magazines entitled "Life Long Learning: The Adult Years" (1981:10) contains an article by adult education programmer David Rauch which outlined a comprehensive description of adults continuing their education. It includes:

1. Those who did not complete their academic preparation earlier.
2. Those who were not able or interested in continuing their education at an earlier age.

3. People learning new occupational skills or taking courses to upgrade themselves occupationally.
4. Adults making career changes.
5. Women preparing to enter the job field.
6. Those retired or preparing for retirement.
7. People who are functionally illiterate, who wish to learn basic literacy skills.
8. Professionals taking courses for upgrading or recertification purposes.

To this fairly comprehensive list could be added:

9. Those studying just for the sake of learning.
10. Those with a particular need or problem to be addressed--single parents, the disabled, the very sick, those recently bereaved.
11. People with a particular recreation or hobby and those interested in physical fitness as well.
12. Those individuals who simply wish to become aware of recent trends and developments (computer literacy) and those who are convinced that involving themselves in a continuous learning situation may stimulate them physically, intellectually and thereby greatly enrich their lives.

In the same article Rauch (1981:13) concludes that "Adults are the largest learning population for the future. There will be more and more adults, including older adults, than there will be children and young people."

Clearly adults are returning to the educational environment to prepare themselves to deal with the knowledge explosion and the rapid technological expansion and to simply cope. They realize in growing numbers that an increasingly complex society requires increasingly complex individual and group abilities for adapting.

The new value attached to education has resulted in a dramatic increase in support for the concept of continuing education for adults throughout much of the world. Alberta is no exception.

Lifelong Learning in Alberta

Continuing education in Alberta has developed in several stages with each stage, not surprisingly, resulting from pressures of an economic or social nature. The initial stage put the emphasis on the individual and his personal and intellectual development. The next stage arose from the increases in technology and the need to retrain. The resultant increase in leisure time created a demand for arts, crafts and recreational programs. Today there is a growing need for courses which will address identified community problems arising from economic slowdowns and the pressures of day-to-day living.

Alberta's "Report" of the Commission on Educational Planning in the province of Alberta (Government of Alberta, 1972:59) provides considerable public support to the idea of continuing education and clarifies the changing trend emphasizing that

> the expansion of opportunities for further education--usually referred to as adult or continuing education--and the acceptance of public responsibility for their provision are as urgent as was the establishment of the provision for elementary education almost a century ago.

Post-secondary education programs and services are made available to adult Albertans through a number of means including universities, public and private colleges, technical institutions, vocational centres, and government agencies.

Alberta's advanced education institutions have provided courses and programs on an off-campus or extension basis for a number of years. These courses, however, were largely in response to the urban requirements in and around the province's larger centres.

Courses to address the needs of the rural area were provided, sporadically, by local groups and agencies, using local instructors and through the cooperation of local school boards who donated, or made available at minimal charge, their physical and human resources. Course delivery was generally disorganized, left many gaps and was in many cases exclusive to some adults.

The provision of continuing education courses to rural participants has its own often unique, associated problems. In "Coming of Age" Dickinson (1978:198) provides some insight in this regard:

> The organization and delivery of adult education programs for rural people and their subsequent participation is inhibited chiefly by factors associated with population size and density.

The sparsity and widespread distribution of the rural population makes it difficult to organize programs and, once organized, makes program attendance a relative hardship. Additionally the increased costs involved in rural program delivery and the fact that rural residents generally have lower incomes than do those in urban settings make course tuitions a prohibitive factor.

These factors may be largely overcome if communities are able to band together with their human, physical and financial resources and organize their efforts at program identification. Approximately ten years ago the Government of Alberta recognized these problems and their potential for solution.

The developing recognition of the need for local level decision making and the practical expediency of developing and supporting the necessary agency coordination and cooperation in adult program offerings has resulted in three distinct, albeit philosophically similar, bodies supported by the Alberta Government:

1. Further Education Councils--Policy established in 1975,
2. Community Schools--Policy established in 1979, and
3. Consortia--Policy established in 1980.

This latter group, consortia, represented the Alberta Government's concrete commitment to the provision of credit program delivery in the areas of the province not previously served by post-secondary institutions on a regular or effective basis.

Their function is to offer degree and diploma level credit courses in the region defined by the consortium. Currently there are five such consortia located in the North Peace region of the province centered in the town of Peace River; the Yellowhead region centered in Hinton; the Pembina region centered in Drayton Valley; the Big Country region centered in Drumheller; and the Chinook region centered in the Crowsnest Pass.

Community Education

The Community Education Policy was formally introduced in 1979 by the Alberta Government. It provides for coordinators working out of designated community schools and promoting various forms of adult education designed specifically for members of the local community. The Community Education Coordinating Committee, an interdepartmental group, has as its mandate the development of community education policy for recommendation to government. The group is also responsible for the coordination of community education activities through departmental representatives from Education; Advanced Education; Recreation and Parks; and Culture.

The Government of Alberta (1975:1) in recognizing that ". . . a variety of agencies, institutions and Government Departments have roles in providing further education programs . . ." and that "access to life-long learning is necessary to enable Albertans to better understand and cope with changing social and economic conditions, as well as contribute to an overall improvement in the quality of life in the Province" and further that ". . . the Government seeks to encourage public participation in educational decision making on a local and regional basis," formally established the Further Education Policy, Guidelines and Procedures in April of 1975.

Alberta Further Education

In Alberta, Further Education refers to a coordinated and comprehensive system of community-based education. It is characterized by wide-spread public participation in local educational decision making which is responsible for the provision locally of planned educational experiences for adults. These learning opportunities are intended to be integrated on a part-time basis into the daily lifestyles of adults whose voluntary participation contributes to the progressive evolution of a learning society. Recognizing the need to address the problem of regional differences in the provision of educational opportunities for adults, the Alberta Government initiated a widespread process of public consultation concerning adult education in the early 70's.

The announcement of the Further Education Policy, Guidelines, Procedures in April, 1975, was the outcome of that process and officially established the Further Education Council system.

Further Education Councils

Currently 85 in number (see map, Appendix I) these councils consist of representatives of the local community's providers of adult learning opportunities called Hosting Authorities. Working together as a council they facilitate interagency communication, and cooperation as well as the coordination of learning activities. In smaller centres where there are few agency hosting authorities, volunteer Area Representatives undertake the organization and implementation of programs within the Council region.

As Roberts (1982:103) points out: "Here there is a movement toward a measure of co-ordination at the government level, and of co-operative adult education programming at the community level." With few exceptions councils are non-legal entities, governed by an elected executive and supported by a paid part-time coordinator. Councils conduct their affairs with a maximum of local control of decision making, operating flexibility, and volunteer participation. They establish local policies to guide decision making in such matters as the setting of program priorities, the size of grant allocations to member agencies, needs assessments, program evaluations, and the conduct of council affairs. The major role of councils is to identify the educational needs and wants of adults in the region and to facilitate the offering of appropriate courses and programs to meet those needs.

Further Education Grants

One member of council, usually a school board or college, is a Designated Hosting Authority responsible for receiving and accounting for council funds. A maximum grant of $14,500 may be claimed by councils to help offset administrative expenses which usually include salaries, advertising, travel, office, and professional development expenses.

In addition to the Administrative Support Grant, councils may also claim Program Support Grants to help offset the cost of non-credit courses for the learner. Grants for "general interest" courses may be claimed up to $8.00 per course hour; for English as a Second Language and Adult Basic Literacy courses, up to $16.00 per course hour; and for community issues or special interest courses, up to $30.00 per course hour. Because total grant funds have been unable to keep pace with the enormous growth of claimed courses in recent years, Councils have actually had to apportion a program grant allocation amongst members. A small "special projects" fund is maintained by Further Education Services to encourage and support worthwhile extraordinary educational initiatives of councils.

Further Education Services

The Further Education Services branch provides consultative, professional development, and other support services to councils. Staff maintain a systematic overview of the program while monitoring learner participation, determining and monitoring grant support, and providing on-site consultation to coordinators and their councils.

The Significance of Further Education Councils

Participation in the program has maintained a consistent and steady growth every year since 1975. In 1983 councils facilitated the offering of over 22,000 non-credit courses for more than 332,000 registered learners. This represents a growth of over 225% since 1971 and a participation rate of almost 1 in every 4 adults over 20 years of age.

Further Education Councils represent a bold experiment in community-based education. Responsible for all decision making regarding local educational needs and the allocation of resources to meet them, and given the flexibility to structure and administer themselves in a way most convenient to their individual situations, Councils have continued to grow and develop. In most centres no other forum brings together such a significant number of educational resources as do further education councils.

Despite the success of councils there is a significant need for their working toward increased sophistication in their organization and operation. Too often the spirit of communication, cooperation and coordination breaks down in operational fact.

Roberts (1982:101) states correctly that "though the intention of the policy was to encourage the co-ordination of programs offered by the various existing agencies in the area, and not to set up another programming agency, in many centres the local co-ordinator has become practically a full-time programmer, and the focus and generator of local effort."

Draves (1980:262) in referring to the American scene feels that "If there is a favorable attitude toward maintaining the community-based learning sector, there is also a paucity of ideas about accomplishing or strengthening it." He continues "there is little communication among different kinds of community-based organizations. . . ."

The Department of Advanced Education having supported the establishment of these community-based councils is very much aware that

> as future circumstances demand ever closer linkages between communities and their educational and service agencies in order to provide the learning opportunities demanded by adults, further education councils will play an increasingly important role in community affairs. Certainly there exists within the parameters of most councils, the potential to make significant impact on the quality of life in their communities (Further Education Services, 1984:3).

The community referred to here is a geographic community as it has well defined borders (usually based on school divisions) but is as well more personal, more socially cohesive, more along the lines of that outlined by sociologist Robert Nisbet (1966:47-48):

> Community is founded on man conceived in his wholeness rather in one or another of the roles, taken separately, that he may hold in a social order. It draws its psychological strength from levels of motivation deeper than those of mere volition or interest, and it achieves its fulfillment in a submergence of individual will that is not possible in unions of mere convenience or rational assent. Community is a fusion of feeling and thought, of tradition and commitment, of membership and volition.

The encouragement of this commitment and membership is vital to any community that desires to develop to meet the challenges ahead.

Draves (1980:262) summarizes this prospect in observing that

> with tightening economic conditions, pressures for enlarging one's 'market' in adult learning, and a race toward innovation in content, process and clientele, the tugs and pulls between lifelong learning that is essentially institution-based and that which is more community-based will continue through the decade.

In the particularly ambitious and comprehensive report of the International Commission on the Development of Education set up by UNESCO and carried out under the leadership of Edgar Faure, the aspect of local decision making was specifically addressed (1972:163):

> Rather than allowing the educative power to lie within one distinct body, other groups such as associations, organizations and local communities must take on their share of educating society.

Faure (1972:163) stressed that rapid development of adult education is of high priority and recommended this may be achieved if "private individuals and public bodies join in contributing both effort and resources." One course of action was strongly recommended:

> Promote the organization of individual and community educational activities, . . . and make all educational means available to the greatest number" (Faure, 1972:206).

There is evidence that local councils are organizing and developing to meet the current adult education challenges and those that lie ahead.

Small and Roberts (1977:4) in their study of Continuing Education needs in the Yellowhead Region of Alberta note that "the councils are becoming increasingly discriminating in two areas: awareness of (a) the needs within their particular areas and (b) the range and quality of existing program services."

Roberts (1982:101) more recently points out that "there is by now some evidence that although the demands initially tended to be for recreational courses--macrame, cake-making, basketry--they [councils] are now becoming more sophisticated and show a rising level of educational aspirations."

Seville (1983:1) in a project developed for the Further Education Services Branch of Advanced Education found that approximately four of the 85 councils operated in the 4th stage of a four-stage developmental model created to aid in consultative services provided to councils.

This model (Table 1) enables the branch to pinpoint the present level of development or "stage" of a council and provides a standard for measuring future development in what were seen as "Four critical elements: Administrative Structure; Agency Participation; Utilization of Grants; and Programming" (Seville, 1983).

Since the vast majority of councils were found to be operating at levels 1 and 2 (approximately 30 and 40 respectively) Further Education Services has determined that in order for councils to develop and progress (along the four-stage model) it is believed that they must have a clear understanding as to their goals and possess a plan of action or framework that can be built upon to achieve these goals and thus facilitate future program expansion.

Table 1

Council Growth Stages
(Based on Four Critical Elements)

Stage	Element: 1 Organization and Admin. Structure	2 Agency Participation	3 Utilization of Available Grants	4 Programming Detail
I	- minimal executive and very basic bookkeeping system in place - may or may not have a coordinator - may or may not have a D.H.A.	- minimal participation - high potential for more agency participation	- very little programming, travel and admin. usage - minimal or no leadership/admin.	- basic levels of crafts and recreational programming - minimal population to support variety of programs
II	- basic executive in place i.e.: D.H.A., chairperson and coordinator - basic admin. system in place - basic networking system in place	- good % age reps. involved (30 - 50%) - potential there	- good level of utilization in all basic grant areas (L/A, Prog., TR. and Adv.)	- basic programs have good support - good population available to support program growth - evidence of variety
III	- executive and systems in place and well defined - coordinator is primarily involved in programming - all job and role descriptions in place and generally understood - networking system operating in needs identification and information sharing - some planning and goal setting	- maximum of agency involved - productive sharing of all available resources - high agency cooperation evident	- high degree of grant usage in all basic areas - grants supplemented by admin. fees and community input of money and human and physical resources distance delivery, human development, etc.	- broad variety of programs to meet all identified needs - some effort toward other areas of programming i.e.: credit,
IV	- optimal understanding of all functions and effective executive and admin. systems in place - goals and philosophy statements well developed and strong evidence of goal achievement - strong networking system developed and effectively maintained - effective in dealing with department and other government groups and associations	- maximum involvement of all available community resources - highly efficient use of these resources through planning and communication	- maximum and efficient usage of all available grant and community support - regular submissions to department for increased support	- programs available to meet all identified needs - special projects in operation - high level of community awareness for program availability - strong evidence of planning for "future" programs

From: Further Education Services, 1983

To initiate and encourage this process the government is working with councils, through the council coordinator, in an effort to develop a standard set of tasks appropriate to the coordinator's function. Once developed these tasks will be utilized as a major element in the orientation process for coordinators and other council members.

The Coordinator

While the participation of the general public in part-time learning has increased, the availability and involvement of full-time employees to support this growth has not increased proportionately. Campbell (1977:4) points out that "Unlike other branches of education, adult education in the field is sustained by a relatively small core of full-time workers assisted by a very large body of part-time teachers and volunteers." Typical of the field worker in adult education is the further education council coordinator who, in many cases, has moved from a volunteer capacity in the community to a part-time position, with a full-time range of duties, with the council. Byrne (1981:9) found that "although supposedly part-time employees many coordinators devote an inordinate amount of time to these tasks (course delivery, securing space, advertising)."

These coordinators enter the field with a diversity of backgrounds and levels of experience, some directly connected, others minimally related to the new position.

The influence of this diversity results in a variety of council operations, and this difference may well be one of the key reasons for the particularly successful way in which councils have been able to tackle a multitude of different program challenges in the last several years. Gross (1964:255) states that:

> the need to regard one's self as different from others is one of the basic human needs . . . In organizations the satisfaction of this need is necessary in order to establish the identity of the group and provide the emotional basis for cooperation.
>
> The importance of differences is accentuated by the fact that in a certain sense every organization--including those that are quite colorless as well as those with a highly developed sense of mission--has a unique personality of its own.

All coordinators, however different, require a basic level of familiarity with the council, how it operates and inter-relates to its community, its agencies and the various government departments associated with it.

In their recent study, Professional Development for Further Education Council Coordinators Konrad, McNeal and Sonoda (Konrad et al.) (1982:90) found that "the diverse nature of each coordinator's role was mentioned as a possible deterrent to the job" and that there were "suggestions that greater stability could be achieved through a better job description. . . ." As Knox (1973:25) explains: "With this diversity of background, a concern for proficiencies of continuing education administrators includes attention to both the tasks they are to perform and the background they typically bring to the role."

In recognizing the uniqueness and personality of each of the various councils it must be noted that there appears to exist in Alberta a large discrepancy between what the coordinator's tasks are and what coordinators see as being their overall function and that of the other elements of the council.

As Byrne (1981:8) points out: "The role of the Coordinator is to facilitate the work of the council by identifying the social and educational needs of the adults within its constituency." He adds: "More often, however, the reverse takes place. The hosting authorities and the agencies on the council indicate the courses they are prepared to offer and the coordinator sets about securing students."

Sonoda in his recent thesis (1983:127) seems to agree saying: ". . . In reality, the tasks do not appear to be clearly delineated obscuring the role of the coordinator and the relationship with council members."

Finally the Further Education Services Branch (1980:2) in addressing "the requirement for a standardized set of duties that will enable the council coordinators to operate throughout the province in a generally consistent manner . . . [and] enable the council membership to properly orient the coordinator to the job and to form a basis for subsequent evaluation" effectively draws attention to the problems that council coordinators themselves had frequently identified.

Orientation

> The purpose of an orientation is to properly introduce the new employee to the organization, the organization to the employee and to assist them in accommodating each other" (Mintzberg, 1973:138).
>
> Tracey (1974:281) supports this purpose adding that:
>
> the period immediately following the individual's employment is extremely important to both him and the organization. Unfortunately, the breaking-in period is often mishandled, and the results are unfulfilled human potential and costs to the enterprise.

He stresses:

> Unless actions are taken to properly orient individuals to the job and to make standards of expected job performance clear, the consequences will be confusion, tension and ultimately failure of the employee to become a contributing member of the organization.

Blake and Mouton (1981:3) discuss various methods of stimulating productivity particularly among the newly employed and observe "that a worker who has been helped to learn the ropes quickly will become more productive in a shorter period of time, and the benefits from doing so are substantial."

Megginson (1972:294) concurs stating that "this orientation process is important and often means the difference between success or failure in retaining a productive employee for labor turnover tends to occur primarily during the early period of employment."

Proper orientation is a vital element in the success of the further education coordinator on the job and hence to the council's operation.

Charters (1978:11) declares his concern

> . . . for the education of those persons who enter the field without specific preparation to function effectively in their present job or role in adult education. These persons require orientation to the field of adult education and to the particular agency and role in which they have been assigned.

Porter (1968:98) emphasizes this orientation process by saying that "regardless of an individual's level of effort, if his role perceptions are inappropriate for his job then good performance is unlikely."

Konrad et al., (1982:19) examined the turnover rate of coordinators and determined that 25% of the study's respondents were employed as coordinators for less than three years, and that the turnover rate for women exceeded that of men. They quoted Charters as saying "In many cases, the rate of turnover in the field is substantial, which may indicate little commitment of the educators or that their preparation was insufficient or both."

Finally, the UNESCO, Occasional PAPER #34 (1980:9) points out that those providing adult education should have special skills, knowledge and understanding and that

> it is desirable therefore that they should be recruited with care according to their particular functions and receive initial and inservice training . . . according to their needs and those of the work in which they are engaged.

It has been determined that the lack of a consistent and clear outline of the duties of the further education council coordinator can create problems:

(i) confusion on the part of the general public as to what the coordinator's function is and how she/he may be most effectively utilized, and

(ii) a high turnover of coordinators as a result of frustration and burn out.

All of these factors result in a less effective council and adversely affect the quality and level of adult education in the community.

In the Annual Report of the Minister's Advisory Committee on Further Education (1979:4) the Subcommittee on Further Education notes that "Councils need to be aware of the distinction between Guidelines and Mandatory Regulations. The report further pointed out that "much confusion and misunderstanding have been evident . . . regarding the Policy, Guidelines and Procedures (P.G.P.'s)." Since, from the

Department's point of view, the interpretation of the P.G.P.'s is part of the coordinator's overall role, there is an indicated need for a more thorough and formal orientation document that would provide these employees with a clear understanding of the various facets of their function and the ability to effectively translate this knowledge throughout the community.

In a 1979 presentation to the Minister's Advisory Committee on Further Education, the Town of Provost Recreation Board states that

> there is a need for the Further Education (Services) and/or local (further education) councils to explain their purposes, how they operate, what they offer and to whom and how courses can be requested, etc.

Here again the council coordinator's task is seen to be poorly understood and as a result the council and the community are not taking advantage of what is possible in adult education programming.

Konrad et al. (1982:40, 41) report that "a mean rating of 2.2 on effectiveness of orientation to the role suggests that coordinators judged orientation to be quite low in its effectiveness."

This report further finds that "several coordinators commented on the lack of a formal training or orientation period . . ." and that "several coordinators felt that a hand book describing the role of coordinator would be helpful to role incumbents as well as to councils and hosting authorities" (Ibid.).

In addition, Konrad et al. (p.91) note that "the expected behaviours of an effective coordinator should be identified and serve as a major part of job selection and orientation."

In its final recommendations this report (p.99) states that "role clarification be developed for . . . further education coordinators."

In tying in the importance of identifying tasks that are common to the coordinator and then providing the coordinators with a proper orientation to these tasks perhaps the most succinct summary is that found in Workers in Adult Education, Their Status, Recruitment, and Professional Training (1966:90, 91):

> . . . training courses must also have regard to the special functions which the adult educators in question will be called upon to perform.

It continues:

> Careful examination is needed of training programs with the object of seeing whether a common core of work can be identified on which unified training courses could be based.

CHAPTER III

METHODOLOGY AND RESEARCH DESIGN

This chapter will describe the methodology and research design used in this study. The development of the instrument, the procedures employed in the selection of the samples, pilot testing and data collection are described as well. The chapter concludes with a description of the statistical procedures used in the analysis of the data.

Methodology

The Quadrant Assessment Model (QAM) was the tool used in this study and was adopted from a needs assessment technique developed by Pol and McCleary (1973) at the Research and Development Laboratory at the University of Utah. Sanders (1980) used this model to examine the changing role of the school administrator and Theissen (1981) effectively employed the QAM in a study of task-oriented competencies needed by student teachers at the elementary level. Theissen (*Ibid*.:p.48) adds that

> other researchers (Miller, 1979; Deros, 1975; Pol, 1975) have used this assessment process and have also validated it as to the accuracy of the information which it generates.

The procedure for using the QAM has been described by Sanders (1980:16-20) and Theissen (1981:48-53). This process is outlined in the following section.

Quadrant Assessment Model (QAM)

Participants in the study are requested to react to a list of descriptive task statements that supposedly describe their on-the-job activities. These participants provide both a measure of the appropriateness of each statement as a desired or ideal outcome (i.e., how appropriate they feel the statement is to the coordinator's function) and a measure of the actual or real accomplishment (i.e., level of activity) for each task description. Differences between the "ideal" and "real" assessments are then determined. These discrepancies can be used to organize the task statements in a manner that the coordinators feel is reflective of how appropriate the task is to their overall function and the level of activity that the task occupies in the performance of their duties. As well, these discrepancies can be used to organize the task statements into a listing, in order of perceived importance, of what activities the coordinator's position should entail. Finally these task statements can be organized in such a manner that coordinator orientations are enhanced and inservice training needs may be identified.

Using a high-low scale which is employed for both the "ideal" and "real" assessments, the data are organized in the manner depicted in Figure 1.

Once the task statements are organized as in Figure 1, the next procedure is to place them in the four quadrants outlined in Figure 2.

Quadrant 1 includes those statements with high scores in both the "ideal" and "real" dimensions (i.e., high appropriateness, high

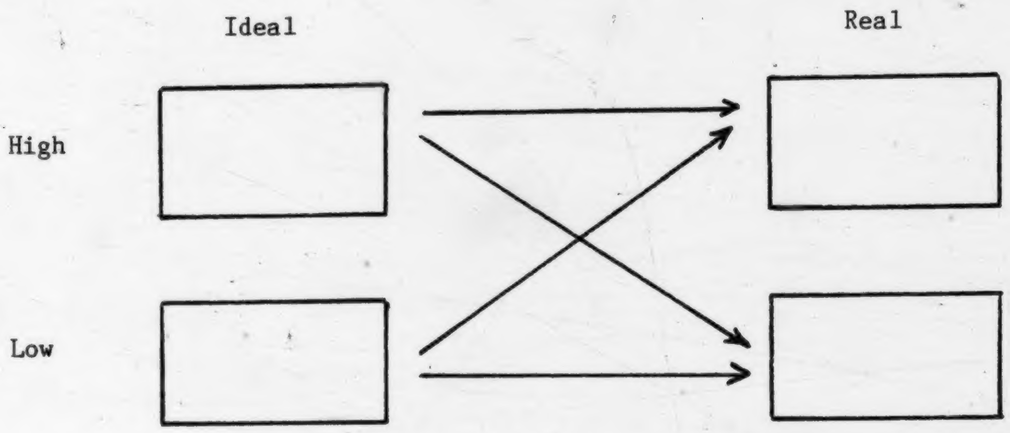
Ideal
Real
High
Low

Figure 1

Diagrammatic Representation of QAM Showing Key Relationships (Source: Sanders, 1983:17).

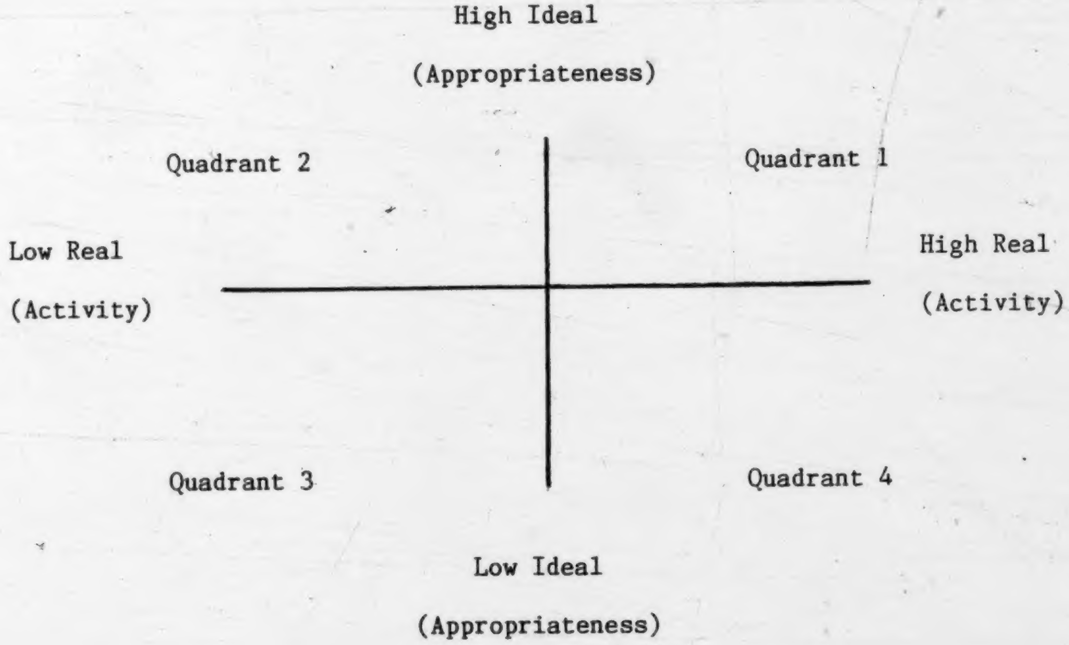
High Ideal
(Appropriateness)
Quadrant 2
Quadrant 1
Low Real
(Activity)
High Real
(Activity)
Quadrant 3
Quadrant 4
Low Ideal
(Appropriateness)

Figure 2

Diagram Representing the Four Quadrants of the QAM (Adapted from Sanders, 1980:18).

activity). Quadrant 2 includes those statements with high "ideal" scores but low "real" scores (i.e., high appropriateness and low activity). Quadrant 3 includes those statements with low "ideal" and "real" scores (i.e., low appropriateness and low activity). Quadrant 4 includes those statements with low "ideal" scores, but high "real" scores (i.e., low appropriateness but high activity).

Interpreting the Information in the Quadrants

Once the task statements are arranged in quadrants the information can be used to organize tasks in what the coordinator views as their order of appropriateness to their function and identifies those tasks which are being completed to a high degree.

Quadrant 1 (high "ideal"--high "real") contains task statements which are viewed as highly appropriate to the coordinator's function and which are being completed to a high degree. That is, coordinators are carrying out these tasks, and feel they should be. It follows that candidates for the position should be selected on the basis of being able to carry out these tasks, and those coordinators already employed by councils may be evaluated on their successful activity in this regard. Orientation procedures should contain an outline of these task requirements and inservice training activities may be developed around the enhancement of these skills.

Quadrant 2 (high "ideal"--low "real") contains task statements which are seen as appropriate to the coordinator's function but that are not being actively completed. These statements suggest that coordinators should be carrying out these activities but are not.

Therefore proper orientation and evaluation procedures should emphasize the importance of these tasks and inservice training efforts should be developed to provide skills in these areas.

Quadrant 3 (low "ideal"--low "real") contains task statements that are considered to be inappropriate to the coordinator's function and which are not being actively carried out in practice. Orientation and evaluation efforts should ignore these tasks wherever possible and inservice training activities are probably best avoided in these areas.

Quadrant 4 (low "ideal"--high "real") contains task statements that are considered inappropriate to the coordinator's function but that are being carried out to a high degree. That is coordinators are actively involved in these areas but feel they should not be. The identification of these tasks and their exclusion from the coordinator's function should assist in defining the coordinator's ideal activities and inservice programs should avoid any concentration in these areas. Coordinators may well be encouraged to concentrate their efforts in other areas.

Instrumentation

The data used in this study were obtained through the use of a two-part questionnaire designed for this research. Section A, which elicited information concerning personal, professional and organizational characteristics of the respondents, was designed using Rice's (1978) study as a model and closely followed Sonoda's (1983) format. This section contained twelve questions.

Section B of the questionnaire contained 57 statements representing tasks that a further education council coordinator may or may not become involved in doing as part of her/his normal activities. These statements were derived from several documents developed by the Further Education Services Branch of Alberta Advanced Education which attempted to define an overall job description for council coordinators.

As well, a number of coordinator job descriptions developed by council members and designated hosting authorities were utilized and altered to suit the questionnaire format.

Finally, interviews with the former Director of Further Education Services Branch and his assistant provided useful insight into the activities of council coordinators and were therefore tailored for inclusion in the instrument.

The respondent was asked to indicate the degree to which she/he is currently carrying out the 57 tasks and was then requested to reread the task statement and indicate how appropriate she/he felt the activity was to the overall function of the further education coordinator.

This double response format was developed using Sanders (1980) as a basic model. It was redefined and utilized as a result of wishing to determine what activities coordinators were currently engaged in, as well as how strongly they felt they should be so engaged.

There was then a request for 57 responses as to Level of Activity as well as 57 responses to Level of Appropriateness; a total of 114 responses requested of each coordinator.

This section of the questionnaire divided the task statements into 8 categories which broadly defined the overall activities related to the council coordinator:

1. Task Statements - Financial - 10 tasks
2. Task Statements - Facilitative - 8 tasks
3. Task Statements - Representative - 4 tasks
4. Task Statements - Informational - 13 tasks
5. Task Statements - Clerical - 4 tasks
6. Task Statements - Personnel - 8 tasks
7. Task Statements - Needs Identification - 5 tasks
8. Task Statements - Miscellaneous - 6 tasks

The responses were recorded on a Likert type scale or 5 point continuum ranging from 1 - Not at all to 5 - To a Very High Degree under Degree of Activity. Similarly, responses were recorded indicating 1 - Not Appropriate at all to 5 - Extremely Appropriate under Level of Appropriateness. Both categories included a response option of "No Opinion" with a rating value of 0 in order to facilitate the possibility of neutral responses.

Pilot Testing

The instrument was refined with the assistance of several managers in the field of Adult Education who work directly with, or who have worked directly with, further education coordinators in Alberta. These managers included the Director of Further Education Services, Alberta Advanced Education, the Executive Secretary of the Minister's Advisory Committee of Further Education and a Program Consultant with Alberta

Advanced Education who has recently concluded two studies on Further Education coordinators in Alberta.

Further pretesting of the questionnaire was carried out by four further education council coordinators. These individuals were requested to comment on the clarity of the statements, the legitimacy of the tasks and their comprehensiveness, as well as on the questionnaire format.

As a result of this pretesting procedure a number of changes were made to the questionnaire. In Section A the addition of the word "Professional" was added to question 11 to read "Technical/Professional training" and the word "personal" was used to replace "professional" in question 12.

In Section B several changes in task statement wording were made to make the statements shorter and to provide clarity. The request to "Please circle the selected number" was made in each category to provide clarity and continuity.

Data Collection

The Sample

The Department of Alberta Advanced Education, Further Education Services Branch maintains a master list of all Further Education Councils, their Coordinators and Chairpersons. This list, consisting of 84 councils, was provided for use in this study. Eight councils were excluded from the study as it was determined they either did not employ a coordinator or had a vacancy in that position at the time the instrument was circulated. A total of 76 coordinators were sent questionnaires.

Procedure

The questionnaires complete with stamped, self-addressed envelopes were distributed on January 11, 1984. The cover letter requested a return date of February 24, 1984. On March 8, 1984 a count of instruments indicated that 40 had been returned. A follow-up letter with a return date request was initiated on March 8, 1984 to all council coordinators. Samples of the questionnaire are contained in Appendix II. The covering letter and the follow-up request are contained in Appendix II as well.

Returns

On March 30, 1984, the final request date, 70 returns had been received providing a return rate of 92.1%. There were no spoiled instruments.

Descriptive Statistics and Research

This study involved the use of descriptive statistics consequently means, standard deviations and T-scores were utilized.

Berenson, Levine and Goldstein (1983) define descriptive statistics as "those methods involving the collection, presentation, and characterization of a set of data to describe properly the various features of that set of data . . ." (p.5).

The data from this study could be utilized by further education councils, their member agencies, designated hosting authorities and government departments to understand the overall function of the council coordinator and to gain more insight into the competencies required to carry out the associated tasks.

Responses from completed questionnaires were transferred to computer cards. A computer program was applied to extrapolate the necessary information for use in the Quadrant Assessment Model (QAM). Thiessen (1981) points out that:

> This program had previously been used by Sanders (1980) and the Project ASK (Administrator Skills and Knowledge) team using the Quadrant Assessment Model in the Department of Educational Administration (p.62).

The procedure for applying the data to the QAM has been described by Thiessen (Ibid.).

> Two profiles were established from the responses obtained through use of the questionnaire. The first, or Ideal Profile, formed the first set of responses, and the second or Real Profile, formed the second set of responses.

The computer program processed the data generated by the questionnaire's respondents as follows:

a) Responses for each profile were tabulated for each task statement to indicate the number of responses at each level of the one to five scale (one denoting low appropriateness or low activity, and five denoting high appropriateness or high activity).

b) A score for each task statement in each profile was tabulated by finding the mean score.

c) The scores for each statement in each profile generated in b) were used to compute a mean score for the profile.

d) High-low values for each profile were determined by using the mean for each profile as the cut-off point.

e) The task statements were then separated into the four quadrants.

Summary

This chapter outlined the research design utilized in this study. The development and administration of the instrument used in this study were discussed and described. Finally, the chapter concluded with a description of the statistical programs applied in the analysis of the data generated by the respondents.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

This chapter reports on the rate of response to the questionnaire, the characteristics of the sample population of council coordinators and the results of data analysis procedures used in conjunction with the problem statements outlined in Chapter I. Section One describes the respondents on the basis of personal, professional and organizational characteristics.

Section Two addresses problem statement one: To identify and order in terms of importance tasks that are, or should be, performed by coordinators. This section also provides a review of a frequency analysis of the responses to the task statements contained in Section B of the questionnaire.

Finally, this section outlines these statements in their order of importance (as perceived by the respondents) and on the basis of whether the coordinators are:

a. carrying out the task and feel they should be (high activity--high appropriateness)

b. carrying out the task but feel they should not be (high activity--low appropriateness)

c. not carrying out the task but feel they should be (low activity--high appropriateness)

d. not carrying out the task and feel they should not be (low activity—low appropriateness).

The next section reports on a factor analysis of the variables in Section B of the instrument, based on six global task categories, and indicates in which areas the coordinators are concentrating their activities and where they feel their efforts are most appropriate.

Section Four focuses on problem statements two and three. The purpose of this section is to report to what extent the degree of activity and the level of appropriateness of tasks performed by the coordinators is influenced by selected personal, professional and organizational characteristics.

Here a statistical report based on an analysis of variance on six global task categories will be provided.

Rate of Response to the Research Instrument

The rate of response to the instrument utilized in this study was 92.1 percent. A total of 76 coordinators were sent questionnaires and 70 unspoiled instruments were returned. This rate of response and the lack of unspoiled documents provided confidence that the perceptions of the respondents were adequately represented. Since item #58 in Section B of the instrument, requesting that the respondent "list below any task statements that you feel have been overlooked . . . and respond as you have done for the above statements" received no additions, it was judged that the listing of task statements was satisfactorily complete.

SECTION ONE

DESCRIPTION OF RESPONDENTS

This section provides a description of the 70 coordinators upon which this study is based and is outlined according to personal, professional and organizational characteristics of these respondents.

Personal Characteristics

Frequency and percentage distributions relevant to the personal variables of the respondents are outlined in Table 2.

Age

Seventy-nine percent of the respondents were between the ages of 26-45 years with fifty-four percent aged 26-35. Thirty-four percent were aged 36-45, seventeen percent 46 or older and four percent were less than 25 years of age.

Length of Residence in Area

Approximately sixty percent of the respondents had resided 8 years or more in the community in which they served as coordinator. There were 16 percent who had resided 5-7 years, while 21 percent and 3 percent claimed residence of 2-4 and less than 1 year respectively.

Size of Community

Over two-thirds of the respondents were coordinators in communities with populations of 10,000 or less. There were forty-one percent from communities of 5,000 or less and 27 percent from communities with populations from 5,001-10,000. Approximately 19 percent of the respondents represented communities of 10,001-20,000 people and 10 percent came from communities of 20,001 or more.

Annual Salary as Coordinator

The vast majority of coordinators, 88.6 percent, received an annual salary of $10,000 or less while seven percent of the respondents reported an annual salary of $10,001-$20,000 and approximately 4 percent of the respondents earned more than $20,001, in each case as a result of being paid as both a coordinator and as an agency representative.

Other Employment

Approximately 37 percent of the respondents reported incomes from a paid position other than as coordinator, while 63 percent indicated the council coordinator's position as their sole source of employment income.

Table 2

Personal Characteristics of Respondents
n = 70

CHARACTERISTICS	FREQUENCY	PERCENTAGE
AGE		
25 or less	3	4.3
26 - 35	31	44.3
36 - 45	24	34.3
46 - 55	12	17.1
LENGTH OF RESIDENCE IN AREA		
1 or less	2	2.9
2 - 4	15	21.4
5 - 7	11	15.7
8 - 10	10	14.3
11 or more	31	44.3
missing	1	1.4
SIZE OF COMMUNITY		
2,000 or less	7	10.0
2,001 - 5,000	22	31.4
5,001 - 10,000	19	27.1
10,001 - 20,000	13	18.6
20,001 or more	7	10.0
ANNUAL SALARY		
5,000 or less	9	12.9
5,001 - 8,000	27	38.6
8,001 - 10,000	26	37.1
10,001 - 20,000	5	7.1
20,001 or more	3	4.3
OTHER EMPLOYMENT		
yes	26	37.1
no	44	62.9

Professional Characteristics

Frequency and percentage distributions pertaining to the professional variables of the respondents are contained in Table 3.

Years as Coordinator of Local Council

A majority of the respondents, 62.9 percent, indicated that they had been coordinator of their council for fewer than five years while twenty percent reported 1 year or less service. Approximately 26 percent had been coordinator of their council from 5-7 years and 11.4 percent indicated 8-10 years service.

Other Position on Council

A large majority, 80 percent, of the respondents reported that they had not held any other position on any further education council prior to being appointed as coordinator. Twenty percent of the coordinators sampled reported prior service on another or their current council.

Present Level of Schooling

Approximately 29 percent of the respondents had completed grade XII or less. Almost nine percent had completed some technical/professional training. A majority of 62.8 percent however reported university or college attendance with 21.4 percent having received a University degree. Approximately 7 percent were involved in graduate studies.

Table 3

Professional Characteristics of Respondents
(n = 70)

CHARACTERISTICS	FREQUENCY	PERCENTAGE
YEARS AS COORDINATOR OF LOCAL COUNCIL		
1 or less	14	20.0
2 - 4	30	42.9
5 - 7	18	25.7
8 - 10	8	11.4
OTHER POSITION ON COUNCIL		
yes	14	20.0
no	56	80.0
PRESENT LEVEL OF SCHOOLING		
Grade XII or less	20	28.6
Tech/Prof training	6	8.6
Some University/College	24	34.3
University degree	15	21.4
Graduate work	5	7.1
PERSONAL DEVELOPMENT PROGRAM		
Upgrading related to career	30	42.9
Recreational/general interest	16	22.9
Personal growth	6	8.6
Other	1	1.4
None in last year	16	22.9
Missing	1	1.4

Enrollment in a Personal Development Program

Approximately 77 percent of the coordinators surveyed reported enrollment in a personal development program within the last year. Nearly 52 percent indicated involvement in a personal growth or upgrading program while 22.9 percent participated in a program of a recreational nature. Approximately 23 percent indicated no involvement in any further education program within the last year.

Organizational Characteristics

The frequency and percentage distribution data for the items relating to the organizational characteristics of the respondents are outlined in Table 4.

Region in Which Council is Located

All five regions of the province, designated by Alberta Advanced Education, Further Education Services Branch, were almost equally represented. The data indicates that the Northwest region contained 15.7 percent of the council coordinators, while 21.4 percent were from the Northeast, 22.9 percent from the Yellowhead, 18.6 percent from the Central and 21.4 percent from the Southern region. It must be noted here that the Map (Appendix I) which outlines the locations of the further education councils and their regional designations, indicates four regions rather than the five indicated in this study. This is due to a recent (January, 1984) change in the regional distribution by the Further Education Services Branch of Alberta Advanced Education.

Table 4

Organizational Characteristics of Respondents
(n = 70)

CHARACTERISTICS	FREQUENCY	PERCENTAGE
REGION COUNCIL LOCATED*		
Northwest	11	15.7
Northeast	15	21.4
Yellowhead	16	22.9
Central	13	18.6
South	15	21.4
FULL OR PART-TIME COORDINATOR		
Full-time	8	11.4
Part-time	61	87.1
Missing	1	1.4
HOURS/WEEK WORKED AS COORDINATOR		
less than 10	6	8.6
11 - 15	10	14.3
16 - 20	23	32.9
21 - 30	26	37.1
31 or more	5	7.1

*Note: Regions are currently broken into 4 (Map, Appendix I) effective January, 1984.

Full or Part-time Coordinators

A great majority, 87.1 percent of the respondents, indicated that their council viewed the coordinator's position as being of a part-time nature. Full-time positions were reported as being almost 12 percent of the total.

Number of Hours/Week as Coordinator

More than 77 percent of the respondents reported that they work 16 or more hours per week as coordinator of their council. Forty-four percent revealed that their hours per week worked were 21 or more while 8.6 percent worked less than 10 hours per week as coordinator.

Summary

Section One of this chapter served to provide an analysis of the data related to a description of the respondents based on their personal, professional and organizational characteristics.

In summary, the data in the personal dimension revealed that almost 80 percent of the respondents were 26-45 years of age with almost half being in the 35 years or less category. Forty-one percent represented communities of less than 5000 residents and almost 60 percent had resided in that community eight or more years. Coordinators' salaries fell in the $5,000-$10,000 range for 75 percent of those reporting and almost 63 percent indicated that this was their only source of employment income.

With respect to the respondents' professional characteristics it was shown that 80 percent of those surveyed have served two or more years as coordinator of their council with the remaining 20 percent having served one year or less. There was a similar showing for those coordinators who had not previously served on a council and those who had held an earlier position with 80% and 20% respectively reported. Seventy-one percent of the respondents indicated a personal level of education beyond the secondary level with almost 63 percent having attended studies at the post-secondary level. In terms of personal development approximately 76 percent of those surveyed reported having been enrolled in a program within the last year.

The variables employed to assess the organizational characteristics of the respondents reviewed the region in which the coordinator resided, the full or part-time nature of the coordinator's position and the actual number of hours worked/week as council coordinator. There was a fairly even distribution of respondents throughout the five council regions (four regions effective January, 1984) with over 80% reporting a part-time position while at the same time approximately 77 percent indicated that they worked more than 16 hours per week as council coordinator.

SECTION TWO

ANALYSIS OF TASKS

This section deals with problem one "to identify and order in terms of importance tasks that are or should be performed by coordinators." It also deals with the following sub-problems through the use of the QAM:

Sub-Problem 1.1. To develop a series of items of work (tasks) where coordinators are currently devoting their time and believe they should be.

Sub-Problem 1.2. To develop a series of items of work where coordinators are currently devoting their time and believe they should not be.

Sub-Problem 1.3. To develop a series of items of work where coordinators are not currently devoting their time and believe they should be.

Sub-Problem 1.4. To develop a series of items of work where coordinators are not currently devoting their time and believe they should not be.

Problem 1. Tasks in Order of Importance

A frequency analysis of the responses to the task statements contained in Section B of the questionnaire was conducted.

Table 5 lists these task statements and their rank order of importance (as perceived by the respondents) under Degree of Activity (by mean) and indicates the relative ranking (by mean) for Level of Appropriateness.

Table 5

Task Statements Ranked in Order of Degree of Activity (By Mean) with Associated Rank (By Mean) for Level of Appropriateness

Total of 57 Statements

	Degree of Activity		Level of Appropriateness	
Task	Mean	Rank	Mean	Rank
Prepares financial statements as required by Further Education Services, e.g. FEPS forms.	4.84	1	4.68	1
Maintains a bookkeeping system in accordance with the needs of the council.	4.73	2	4.59	2.5
Prepares financial statements as required by the council.	4.67	3	4.59	2.5
Maintains a filing system for the council.	4.64	4	4.43	4
Deals with all correspondence on behalf of council.	4.59	5.5	4.36	6
Circulates minutes of council meetings to all parties and agencies as necessary.	4.59	5.5	4.31	7.5
Prepares a budget in accordance with the policies, regulations and procedures of the council.	4.39	7	4.31	7.5
Prepares and arranges for regular newspaper and radio advertisements.	4.20	8	4.16	16.5
Attends inter-agency meetings on behalf of the council.	4.14	9.5	3.67	35
Provides information for financial audits.	4.14	9.5	4.38	5

Table 5 (continued)

Task	Degree of Activity		Level of Appropriateness	
	Mean	Rank	Mean	Rank
Distributes newsletters, memos and press releases.	4.12	11	4.19	14
Prepares annual reports of council's activities and status.	4.03	12	4.26	12
Utilizes community input when making decisions about courses.	3.97	13.5	4.30	9.5
Interprets council policies, regulations, procedures, and priorities to instructional staff.	3.97	13.5	4.17	15
Purchases material and supplies for council use.	3.94	15	3.90	24.5
Establishes procedures for acquiring and managing tuition revenues.	3.91	16	3.94	23
Develops newsletters, brochures and other communication linkages with the community.	3.89	17	4.16	16.5
Distributes council's annual report.	3.88	18.5	4.30	9.5
Utilizes community resources in council courses to most efficient level.	3.88	18.5	4.25	13
Identifies local and regional resources for council use.	3.85	20	4.03	21
Recruits qualified instructors for courses hosted by the Designated Hosting Authority.	3.83	21	3.90	24.5
Provides orientation to new staff.	3.79	22	4.12	19.5

Table 5 (continued)

Task	Degree of Activity		Level of Appropriateness	
	Mean	Rank	Mean	Rank
Considers individual differences among adults when organizing courses on behalf of the school authority, e.g., the needs of seniors, the disadvantaged, single parents.	3.77	23	4.28	11
Develops instructional contracts.	3.73	24	3.80	27
Establishes procedures for student registration.	3.67	25	3.69	33.5
Maintains catalogued inventory of local resources.	3.61	26	4.15	18
Uses Budgetary guidelines to priorize course offering(s).	3.57	27	4.12	19.5
Makes available to students educational information derived from various sources.	3.50	28	3.70	31.5
Assesses the effectiveness of the council's annual programming in meeting the needs of the community.	3.48	29	4.01	22
Arranges for facility rentals as required to offer courses.	3.40	30	3.26	46
Maintains a system of student attendance in council course offerings.	3.36	31	3.43	43
Evaluates the performance of instructors teaching courses on behalf of the Designated Hosting Authority.	3.35	32.5	3.71	29.5
Recruits additional Hosting Agencies (Local Hosting Authorities).	3.35	32.5	3.59	38.5

Table 5 (continued)

Task	Degree of Activity		Level of Appropriateness	
	Mean	Rank	Mean	Rank
Utilizes council recommendations in revising course content.	3.27	34	3.58	40
Plans professional development activities for self and other council members on the basis of a needs assessment.	3.24	35	3.78	28
Types all council forms for signature.	3.62	36	3.90	24.5
Collects tuition fees for all courses offered by the Designated Hosting Authority.	3.19	37	3.31	45
Develops a statement of goals for the council.	3.16	38.5	3.71	29.5
Recruits students.	3.16	38.5	2.93	52
Evaluates the performance of instructors teaching all council courses.	3.13	40	3.35	44
Participates in speaking engagements and social gatherings.	3.12	41	3.61	37
Collects tuition fees for all council courses.	3.07	42	2.92	53
Makes available to students occupational information derived from various sources.	3.06	43	3.46	42
Coordinates non-instructional services, e.g., obtaining overhead projectors, films, etc.	3.03	44	2.76	55

Table 5 (continued)

Task	Degree of Activity		Level of Appropriateness	
	Mean	Rank	Mean	Rank
Coordinates the use of Professional support staff, e.g., Reading or Language Specialists.	3.00	45	3.36	36
Utilizes services of subject matter specialists, e.g., English as a Second Language and Adult Basic Literacy.	2.94	46	3.59	38.5
Prepares drafts and briefs to Department of Advanced Education.	2.89	47	3.69	33.5
Makes purchase decisions about equipment subject to the constraints of the council budget, e.g., Audio-Visual equipment.	2.70	48	3.06	49.5
Establishes procedures for modifying course content.	2.54	49.5	3.12	48
Takes minutes at council meetings.	2.54	49.5	2.51	56
Makes recommendations for improvement of physical facilities, e.g., classrooms, furnishings.	2.48	51	2.94	51
Arranges for janitorial service in classroom as required.	2.27	52.5	2.89	54
Makes media (T.V., Radio) appearances to promote the council and its role in the community.	2.27	52.5	3.70	31.5
Establishes a system for training instructors in a variety of media equipment, e.g., projector, slide-tape equipment.	2.18	54	3.14	47
Conducts local workshops on the role of the council in the community.	2.04	55	3.49	41

Table 5 (continued)

Task	Degree of Activity		Level of Appropriateness	
	Mean	Rank	Mean	Rank
Arranges for activities that supplement course content, e.g., field trips.	1.92	56	2.34	57
Conducts a survey of program drop-outs.	1.87	57	3.06	49.5
Please list below any task statements that you feel have been overlooked in Section 3 of this questionnaire and respond as you have done for the above statements. Thank you for your time and cooperation.	No Response	n/a	No Response	n/a

The QAM Profile

The QAM was utilized to address sub-problems 1.1 through 1.4.

A Quadrant Assessment Profile for the task statements based upon the perceptions of the coordinators is presented in Table 6. The mean score for the Level of Appropriateness (Ideal) was determined by adding all the mean scores under this heading and dividing by the number of items (57). The mean was found to be 3.747. A mean of 3.479 for tasks under Degree of Activity was determined in a similar manner. These means were used as the cutting points to determine High-Low values for use in the placement of tasks into quadrants.

Sanders (1980:45) correctly cautions that:

> The information contained in the Quadrant Assessment Profile is relative, not absolute (emphasis in original text). This differentiation is necessary for correct interpretation.

For example, task statements placed in low appropriateness quadrants (Quadrant 3 and Quadrant 4) should not be perceived as being inappropriate but rather as being of lesser appropriateness than task statements placed in high appropriateness quadrants (Quadrants 1 and 2). Similarly, the placement of tasks in low activity quadrants (Quadrants 2 and 3) is not to conclude that they are not being carried out at all but rather that they are being carried out to a lesser degree than those statements in high activity quadrants (Quadrants 1 and 4).

Table 6

Profile of Unranked Task Statements
Listed by Quadrant in QAM

Quadrant 1. High Ideal—High Real

Task

1. Prepares a budget in accordance with the policies, regulations and procedures of the council.
2. Uses Budgetary guidelines to priorize course offerings(s).
3. Purchases material and supplies for council use.
4. Establishes procedures for acquiring and managing tuition revenues.
5. Maintains a bookkeeping system in accordance with the needs of the council.
6. Prepares financial Statements as required by the council.
7. Prepares financial statements as required by Further Education Services, e.g., FEPS forms.

Table 6, continued

Quadrant 1. High Ideal—High Real	
	Task
8.	Identifies local and regional resources for council use.
9.	Utilizes community resources in council courses to most efficient level.
10.	Attends inter-agency meetings on behalf of the council.
11.	Circulates minutes of council meetings to all parties and agencies as necessary.
12.	Distributes newsletters, memos and press releases.
13.	Prepares and arranges for regular newspaper and radio advertisements.
14.	Develops newsletters, brochures and other communication linkages with the community.
15.	Provides information for financial audits.
16.	Prepares annual reports of council's activities and status.
17.	Distributes council's annual report.
18.	Maintains catalogued inventory of local resources.
19.	Interprets council policies, regulations, procedures, and priorities to instructional staff.
20.	Deals with all correspondence on behalf of council.
21.	Maintains a filing system for the council.
22.	Develops instructional contracts.
23.	Provides orientation to new staff.
24.	Recruits qualified instructors for courses hosted by the Designated Hosting Authority.
25.	Utilizes community input when making decisions about courses.

Table 6, continued

Quadrant 1. High Ideal—High Real

Task

26. Considers individual differences among adults when organizing courses on behalf of the school authority, e.g., the needs of seniors, the disadvantaged, single parents.

Quadrant 2. High Ideal—Low Real

Task

1. Participates in speaking engagements and social gatherings.
2. Plans professional development activities for self and other council members on the basis of a needs assessment.
3. Assesses the effectiveness of the council's annual programming in meeting the needs of the community.

Quadrant 3. Low Ideal—Low Real

Task

1. Makes purchase decisions about instructional equipment subject to the constraints of the council budget, e.g., Audio-Visual equipment.
2. Collects tuition fees for all council courses.
3. Collects tuition fees for all courses offered by the Designated Hosting Authority.
4. Arranges for facility rentals as required to offer courses.
5. Arranges for janitorial service in classroom as required.
6. Arranges for activities that supplement course content, e.g., field trips.

Table 6, continued

Quadrant 3. Low Ideal--Low Real

Task

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7. Coordinates non-instructional services, e.g., obtaining overhead projectors, films, etc.

8. Coordinates the use of Professional support staff, e.g., Reading or Language Specialists.

9. Makes media (T.V., Radio) appearances to promote the council and its role in the community.

10. Conducts local workshops on the role of the council in the community.

11. Prepares drafts and briefs to Department of Advanced Education.

12. Makes available to students occupational information derived from various sources.

13. Maintains a system of student attendance in council course offerings.

14. Takes minutes at council meetings.

15. Establishes a system for training instructors in a variety of media equipment, e.g., projector, slide-tape equipment.

16. Evaluates the performance of instructors teaching courses on behalf of the Designated Hosting Authority.

17. Evaluates the performances of instructors teaching all council courses.

18. Utilizes services of subject matter specialists, e.g., English as a Second Language and Adult Basic Literacy.

19. Develops a statement of goals for the council.

20. Conducts a survey of program drop-outs.

21. Establishes procedures for modifying course content.

22. Utilizes council recommendations in revising course content.

Table 6, continued

Quadrant 3. Low Ideal--Low Real

Task

23. Makes recommendations for improvement of physical facilities, e.g., classrooms, furnishings.

24. Recruits additional Hosting Agencies (Local Hosting Authorities).

25. Recruits students.

26. Please list below any task statements that you feel have been overlooked in Section 3 of this questionnaire and respond as you have done for the above statements. Thank you for your time and cooperation.

Quadrant 4. Low Ideal--High Real

Task

1. Establishes procedures for student registration.

2. Makes available to students educational information derived from various sources.

3. Types all council forms for signature.

The following analysis of the four quadrants and their related task statements provides an insight into what duties the coordinators see as appropriate to their function and which activities they are most actively involved in.

Quadrant One. This quadrant contains those 26 tasks in which the coordinators are highly involved and believe they should be. The strong agreement on the part of respondents would suggest that any description of the coordinator's function include these tasks wherever possible. Councils and Designated Hosting Authorities would be wise to consider an applicant's ability to carry out such tasks in a recruitment situation and incumbent coordinators should probably be evaluated on their efforts in this regard.

Proper orientation efforts would include an emphasis on these tasks and inservice training activities by the council or government may well be developed around the provision and development of skills in these areas.

Quadrant Two. Quadrant Two contains three task statements which are viewed by the coordinators as being appropriate to their function but which are actually being completed to a low degree. These tasks are:

1. Assesses the effectiveness of the council's annual programming in meeting the needs of the community.
2. Plans professional development activities for self and other council members on the basis of a needs assessment.
3. Participates in speaking engagements and social gatherings.

These tasks should be emphasized in any description of a coordinator's function, coordinators could be selected on the basis of being able to carry out tasks of this nature and evaluated on their performance in this regard. Any inservice activities or personal development programs for coordinators should address themselves to training and development in these areas.

Quadrant Three. This quadrant contains 25 task statements that are viewed by the respondents as being less appropriate to the coordinator's function and which are not being actively carried out in practice.

While there is some degree of activity in these areas and some low level of appropriateness, coordinators have identified these tasks as those that should not be emphasized in any description of their function.

There is seen to be little requirement for the evaluation of efforts in these areas and related skills are felt to be of low importance.

Quadrant Four. The task statements identified in this quadrant represent those that the coordinators feel are less appropriate to their function. They are, however, being carried out to a high degree. These are:

1. Types all forms for council signature.
2. Makes available to students educational information derived from various sources.
3. Establishes procedures for student registration.

Councils may well be advised to exclude such tasks from any description of the coordinator's function. Other arrangements within council for the necessary carrying out of these duties would allow the coordinator to involve her/himself in areas of a more appropriate nature, i.e., those identified in Quadrants One and Two.

Summary

This section was concerned with problem one "to identify and order in terms of importance tasks that are or should be performed by coordinators."

A frequency analysis of the responses to the task statements contained in Section B of the research instrument was conducted and the tasks were ranked in order of importance (by mean) under Degree of Activity. The associated ranking, by mean, was provided for Level of Appropriateness.

The QAM was utilized to address sub-problems 1.1 through 1.4.

Figure 3 provides a summary of the number of task statements in each quadrant and relates each quadrant to its respective sub-problem.

A listing of tasks for each quadrant, i.e., to address each sub-problem, was developed and presented (in Table 6).

Figure 3

QAM Profile of Task Statements with Related Category

Quadrant Two High Ideal (Appropriateness) Low Real (Activity) (3 Tasks)	Quadrant One High Ideal (appropriateness) High Real (Activity) (26 Tasks)
Sub-problem 1.3 To develop a series of tasks where coordinators are not currently devoting their time and believe they should be.	Sub-problem 1.1 To develop a series of tasks where coordinators are currently devoting their time and believe they should be.
Quadrant Three Low Ideal (Appropriateness) Low Real (Activity) (25 Tasks)	Quadrant Four Low Ideal (appropriateness) High Real (Activity) (3 Tasks)
Sub-problem 1.4 To develop a series of tasks where coordinators are not currently devoting their time and believe they should not.	Sub-problem 1.2 To develop a series of tasks where coordinators are currently devoting their time and believe they should not be.

A listing of all tasks by quadrant and category is supplied in Table 6.

SECTION THREE

FACTOR ANAYLSIS

This section describes the results of a factor analysis of the responses to the task statements contained in Section B of the questionnaire. This analysis was undertaken in order to reduce the number of items into fewer, more broadly descriptive factors.

To determine the commonality between task statements, the 58 statements were factor analyzed using varimax rotation. Three, four, five, six, seven and eight factor solutions were examined, with the six factor solution providing the greatest degree of meaning. This solution provided the most logical clustering of variables and included the greatest number of variables (the most "loading").

Table 7 contains the factors and factor loadings for each of the 57 items. For each factor, those items with loadings of .40 and greater have been used in factor interpretation. Six items loaded on more than one factor. Five items did not load at or above the .40 level on any of the six factors. The six factor solution accounted for 48.3 percent of the total variance. The number of items loading at or above .40 on each factor and the ranges of the loadings were as follows:

	Factor	N	Range
1.	Leadership	18	0.41 - 0.68
2.	Administrative Services	9	0.44 - 0.83
3.	Instructional Support Services	6	0.45 - 0.72
4.	Community Development Services	8	0.41 - 0.63
5.	Financial Services	6	0.41 - 0.76
6.	Clerical Services	5	0.48 - 0.64

The six factors are described below:

Factor 1. Leadership Services was the label selected to describe Factor 1. The items dealt with the recruiting of additional hosting agencies, developing a statement of goals for the community, identifying local resources for council use and other such tasks that coordinators carry out.

Factor 2. Factor 2 items dealt with Administrative Services tasks. They included arranging for facility rentals, the collection of tuitions, arranging for advertising and other duties that coordinators perform as part of their function.

Factor 3. This factor, labelled Instructional Support Services, included such tasks as the interpretation of council policy, the management of tuition revenues and the developing of instructional contracts.

Factor 4. The items in this factor were labelled Community Development Services and included such tasks as making media appearances, the distribution of the council's annual report and the preparation of newsletters and brochures.

Factor 5. Labelled Financial Services, this factor included the maintenance of a council bookkeeping system, the preparation of financial statements and information for audits.

Factor 6. The final factor, Clerical Services dealt with such tasks as maintaining a filing system, the typing of forms and the distribution of correspondence.

Table 7

Varimax Factor Solution for 57 Task Statements Using Six Factors

	FACTOR 1 LDRSHIP SERVICES	FACTOR 2 ADMIN SERVICES	FACTOR 3 INSTRUCT SERVICES	FACTOR 4 COMMUN SERVICES	FACTOR 5 FINAN SERVICES	FACTOR 6 CLERICAL SERVICES
Recruits additional hosting agencies.	.68	-.04	-.21	.08	-.04	.04
Establishes procedures for modifying course content.	.61	.17	.38	.23	-.22	.02
Develops a statement of goals for the council.	.61	-.31	.04	.15	.13	-.17
Assesses the effectiveness of council's programming.	.59	-.33	.21	.28	.10	.08
Considers differences among adults when organizing school authority courses.	.59	.23	.20	-.13	-.03	-.06
Utilizes community input when making decisions about courses	.58	.30	.12	-.04	-.04	.16
Coordinates the use of professional support staff.	.58	.16	.08	.26	.14	-.13
Identifies local, regional resources for council use.	.58	.02	.27	.09	.17	.18
Plans professional development activities for self and other council members on basis of need.	.57	-.13	.13	.09	.19	-.002

Table 7, continued

	FACTOR 1 LDRSHIP SERVICES	FACTOR 2 ADMIN SERVICES	FACTOR 3 INSTRUCT SERVICES	FACTOR 4 COMMUN SERVICES	FACTOR 5 FINAN SERVICES	FACTOR 6 CLERICAL SERVICES
Makes recommendations for improvement of facilities.	.56	.39	.07	.12	-.13	.16
Makes educational information available to students.	.56	.20	.31	.11	.39	.09
Establishes instructor training system.	.56	.07	.15	.09	-.23	.11
Conducts a survey of program drop-outs.	.56	.15	.07	.15	-.10	.23
Utilizes services of subject matter specialists.	.55	.19	-.12	.23	-.06	-.14
Utilizes community resources in council courses.	.52	.20	.24	-.03	.07	.07
Makes occupational information available to students.	.49	.19	.19	.19	.37	.005
Provides orientation to new staff.	.49	.44	.20	.16	.11	.14
Utilizes council recommendations in revising courses.	.46	.30	.30	.17	-.25	-.001
Arranges for facility rentals.	.03	.83	.18	-.09	.03	.03
Arranges for janitorial services.	-.004	.73	.001	.19	-.06	-.02

Table 7, continued

	FACTOR 1 LDRSHIP SERVICES	FACTOR 2 ADMIN SERVICES	FACTOR 3 INSTRUCT SERVICES	FACTOR 4 COMMUN SERVICES	FACTOR 5 FINAN SERVICES	FACTOR 6 CLERICAL SERVICES
Recruits students.	.18	.72	.17	.03	.18	.05
Collects tuition fees for all council courses.	-.05	.60	.45	.05	-.06	-.09
Coordinates non-instructional services.	.19	.60	.08	-.07	.05	.07
Prepares and arranges for regular newspaper and radio advertisements.	.19	.53	.13	.03	-.01	.39
Maintains a system of student attendance in council course offerings.	.27	.50	.29	-.13	.25	-.19
Collects tuition for all designated hosting authority courses.	-.08	.50	.13	.09	.10	-.29
Arranges for activities that supplement course content.	.08	.46	-.05	.41	-.09	-.31
Establishes procedures for acquiring and managing tuition revenues.	.08	.08	.72	-.04	.05	-.07
Evaluates performance of instructors teaching all courses.	.24	.32	.66	.01	-.11	.06
Establishes procedures for student registration.	.10	.45	.57	.02	-.16	.18

Table 7, continued

	FACTOR 1 LDRSHIP SERVICES	FACTOR 2 ADMIN SERVICES	FACTOR 3 INSTRUCT SERVICES	FACTOR 4 COMMUN SERVICES	FACTOR 5 FINAN SERVICES	FACTOR 6 CLERICAL SERVICES
Interprets council policies, regulations and procedures to instructional staff.	.37	.34	.52	.02	.06	-.01
Develops instructional contracts.	.26	.35	.49	-.01	-.08	-.10
Evaluates performance of instructors teaching school authority courses.	.39	.10	.45	.11	-.10	-.09
Distributes council's annual report.	-.08	.09	.36	.63	.10	.26
Prepares drafts and briefs to Department of Advanced Education.	.23	-.007	-.14	.63	.09	-.13
Develops newsletters and brochures.	.13	.17	-.03	.62	-.16	.24
Prepares annual reports of council's activities.	.08	-.17	.36	.54	.24	.13
Conducts local workshops on the role of the council in the community.	.32	.04	.08	.51	.13	-.26
Makes media appearances to promote council.	.37	.02	-.06	.47	-.02	-.16
Participates in speaking engagements.	.41	-.17	-.16	.43	-.007	-.15
Maintains inventory of local resources.	.35	.02	.29	.42	.13	.12

Table 7, continued

	FACTOR 1 LDRSHIP SERVICES	FACTOR 2 ADMIN SERVICES	FACTOR 3 INSTRUCT SERVICES	FACTOR 4 COMMUN SERVICES	FACTOR 5 FINAN SERVICES	FACTOR 6 CLERICAL SERVICES
Maintains a Bookkeeping system in accordance with council's needs.	.02	.03	-.02	-.12	.76	-.05
Prepares financial statements as required by council.	-.08	.05	-.10	.06	.63	.02
Prepares financial statements as required by Further Education Services.	.07	-.02	.02	-.02	.62	.22
Circulates minutes of council meetings as necessary.	-.07	-.01	-.10	.19	.59	.22
Provides information for financial audits.	-.08	.24	.009	.38	.51	.12
Attends interagency meetings on council's behalf.	.39	-.24	-.02	.02	.41	-.26
Maintains a filing system for the council.	.18	.08	-.22	-.12	.12	.64
Types all council forms for signature.	-.17	-.03	.16	-.17	.05	.55
Deals with all correspondence on council's behalf.	.27	-.12	.07	.13	.20	.55
Uses budgetary guidelines to priorize course offerings.	.29	-.04	.25	.19	-.09	.49

Table 7, continued

	FACTOR 1 LDRSHIP SERVICES	FACTOR 2 ADMIN SERVICES	FACTOR 3 INSTRUCT SERVICES	FACTOR 4 COMMUN SERVICES	FACTOR 5 FINAN SERVICES	FACTOR 6 CLERICAL SERVICES
Distributes newsletters, memos and press releases.	.10	.24	-.16	$\boxed{.43}$	.25	$\boxed{.48}$
ITEMS WITH NO LOADING						
Prepares Budget in accordance with council's policies, regulations and procedures.	.02	-.10	.08	.15	.32	.25
Makes purchase decisions subject to council's budget restraints.	.29	.27	.01	-.05	.31	.01
Purchases materials and supplies for council's use.	.37	.16	-.04	-.15	.27	.31
Takes minutes at council meetings.	-.12	-.06	-.11	.04	.13	.38
Recruits qualified instructors for school authority courses.	.36	.39	.12	.07	-.06	-.23
Percentage of total variance	20.1	8.8	6.5	4.8	4.4	3.7

Summary

This section reported the findings of a factor analysis of the 57 task statements contained in Section B of the questionnaire. Analysis of various factor solutions resulted in the selection of a six-factor solution being utilized.

Section Four

Relating Factor Analysis Data to QAM

This section will outline the results of the Factor Analysis conducted in Section Three and will relate these findings to the QAM.

Figure 3 displays the four quadrants of the QAM and indicates how many task statements for each factor were applicble to each quadrant.

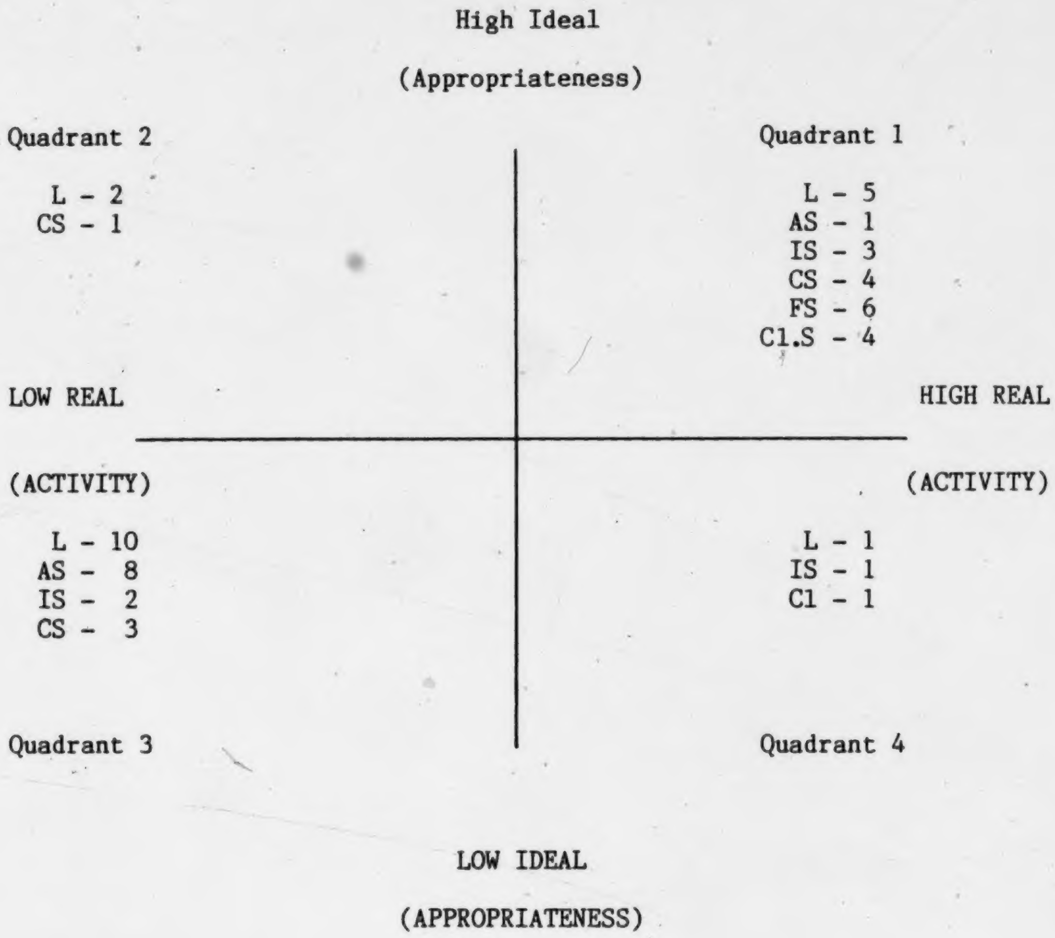
Quadrant 1. This quadrant contains 23 task statements that respondents felt were highly appropriate to their function and which were being carried out to a high degree. Financial Services and Leadership Services activities predominated in this quadrant, with six and five tasks respectively. Community Development and Clerical Support activities accounted for four tasks each while Instructional Support Services and Administrative Services tasks completed the quadrant with three and one respectively.

Quadrant 2. This quadrant contained two Leadership tasks and one Community Development Services oriented task. Respondents felt that these tasks were highly appropriate to the coordinator's function but indicated that they were being carried out to a low degree.

Figure 4

Q.A.M. Profile Showing Number of Task Statements per FACTOR

for Each Quadrant as Reported by Respondents


High Ideal
(Appropriateness)
Quadrant 2
L - 2
CS - 1
Quadrant 1
L - 5
AS - 1
IS - 3
CS - 4
FS - 6
Cl.S - 4
LOW REAL
(ACTIVITY)
HIGH REAL
(ACTIVITY)
L - 10
AS - 8
IS - 2
CS - 3
L - 1
IS - 1
Cl - 1
Quadrant 3
Quadrant 4
LOW IDEAL
(APPROPRIATENESS)

FACTORS:

1. Leadership (L)
2. Administrative Services (A.S.)
3. Instructor Support Services (I.S.)
4. Community Development Services (C.S.)
5. Financial Services (F.S.)
6. Clerical Services (Cl.S.)

Quadrant 3. This quadrant represents those tasks that coordinators feel are not appropriate to their function and which are not being carried out with much frequency. Leadership Services and Administrative Services tasks predominated in quadrant three with ten and eight tasks respectively, while Instructional and Community Development Services accounted for two and three tasks.

Quadrant 4. Three tasks were contained in this quadrant. These Leadership Services, Instructional Support Services and Clerical Services tasks were all seen by respondents to be less appropriate to the coordinator's function but were being carried out to a high degree.

Summary

Figure 5 summarizes the number of tasks for each factor on the basis of High or Low Ideal as well as High or Low Activity, by adding these categories from each quadrant.

Respondents reported a large number of Leadership Services tasks as being appropriate to their function and were carrying out a large number as well. An even higher number of such tasks were seen to be less appropriate and many were not being carried out to a very high degree.

Financial Services tasks are seen as being highly appropriate to the coordinator's duties and a similar number are being carried out to a high degree.

Many Administrative Services tasks are seen to be less appropriate to the respondent's job and many are not being actively carried out.

A complete breakdown of tasks for each category was supplied in Table 6.

Figure 5

The Number of Tasks for Each Factor, Reported by Respondents, on the Basis of Appropriateness and Activity.

Factor	# Tasks High Ideal	# Tasks Low Ideal	# Tasks High Real	# Tasks Low Real
	Appropriateness		Activity	
Leadership Services	7	11	6	12
Administrative Services	1	8	1	8
Instructional Support Services	3	3	4	2
Community Development Services	5	3	4	4
Financial Services	6	0	6	0
Clerical Services	4	1	5	0

Section Five

Analysis of Variance

This section utilizes analysis of variance to focus on problem statements two and three:

Problem 2: To what extent is the Degree of Activity of tasks performed by the coordinator influenced by her/his personal, professional and organizational characteristics.

Problem 3: To what extent is the Level of Appropriateness of tasks performed by the coordinator influenced by her/his personal, professional and organizational characteristics.

The section reports on the differences between groups within the factors earlier established in Section Three of this chapter. The investigation will examine the differences according to the personal, professional and organizational characteristics of the respondents.

Analysis of variance was employed to determine which groups, categorized on the basis of coordinator characteristics, reported statistically significant influences of these characteristics upon the degree of activity and level of appropriateness of factors.

Ferguson (1966:281) states "the analysis of variance is a method for dividing the variation observed in experimental data into different parts, each part assignable to a known source, cause or factor."

Tables 8 to 19 contain the results of the analysis of variance.

Sub-problems 2.1.1 and 3.1.1: To what extent is the degree of activity and/or the level of appropriateness of tasks performed by the coordinator influenced by her/his age (Table 8).

There were no significant differences reported in this table. The age of the coordinator had no significant influence on the degree of activity of tasks performed or their level of appropriateness.

Sub-problems 2.1.2 and 3.1.2: To what extent is the degree of activity and/or the level of appropriateness of tasks performed by the coordinator influenced by the length of service as coordinator in the current location (Table 9).

Table 8

Analysis of Variance Showing No Significant Influences of Coordinator Age on Task Factors

	GROUP 1 35 OR LESS N=34		GROUP 2 36 - 45 YRS N=24		GROUP 3 46 - 55 YRS N=12		F. RATIO	SIGNIFICANTLY DIFFERENT GROUPS
DEGREE OF ACTIVITY	X	s.d.	X	s.d.	X	s.d.		
LEADERSHIP SERVICES	3.17	0.87	3.14	0.54	3.20	0.84	0.02	n.s.
ADMINISTRATIVE SERVICES	3.10	1.00	3.24	0.89	2.94	1.01	0.39	n.s.
INSTRUCTIONAL SUPPORT SERVICES	3.59	1.00	3.66	0.91	3.53	0.81	0.78	n.s.
COMMUNITY DEVELOPMENT SERVICES	3.20	0.85	3.11	0.72	3.49	0.93	0.87	n.s.
FINANCIAL SERVICES	4.38	0.63	4.48	0.58	4.59	0.51	0.64	n.s.
CLERICAL SERVICES	4.23	0.58	4.11	0.68	4.13	0.74	0.29	n.s.
LEVEL OF APPROPRIATENESS								
LEADERSHIP SERVICES	3.70	0.71	3.59	0.65	3.73	0.71	0.25	n.s.
ADMINISTRATIVE SERVICES	3.17	0.98	3.15	0.76	2.89	0.82	0.43	n.s.
INSTRUCTIONAL SUPPORT SERVICES	3.84	0.70	3.73	0.71	3.53	0.79	0.83	n.s.
COMMUNITY DEVELOPMENT SERVICES	3.93	0.58	3.86	0.50	4.04	0.74	0.39	n.s.
FINANCIAL SERVICES	4.39	0.64	4.45	0.55	4.65	0.41	0.90	n.s.
CLERICAL SERVICES	4.21	0.58	4.07	0.58	4.13	0.76	0.41	n.s.

Table 9

One-Way Analysis of Variance Showing Significant Influences of Length of Service on Task Factors

DEGREE OF ACTIVITY	GROUP 1 1 YR OR LESS N=14 X	s.d.	GROUP 2 2 - 4 YEARS N=30 X	s.d.	GROUP 3 5 OR MORE YEARS N=26 X	s.d.	F. RATIO	SIGNIFICANTLY DIFFERENT GROUPS
LEADERSHIP SERVICES	3.41	0.78	3.02	0.78	3.20	0.70	1.37	n.s.
ADMINISTRATIVE SERVICES	3.86	0.83	3.08	0.86	2.78	0.95	6.79**	1-3,1-2
INSTRUCTIONAL SUPPORT SERVICES	3.70	0.84	3.58	1.00	3.56	0.93	0.11	n.s.
COMMUNITY DEVELOPMENT SERVICES	3.16	1.15	3.05	0.73	3.44	0.68	1.66	n.s.
FINANCIAL SERVICES	4.40	0.59	4.35	0.72	4.60	0.40	1.30	n.s.
CLERICAL SERVICES	4.20	0.63	4.20	0.74	4.13	0.53	0.09	n.s.
LEVEL OF APPROPRIATENESS								
LEADERSHIP SERVICES	3.97	0.65	3.61	0.67	3.56	0.71	1.82	n.s.
ADMINISTRATIVE SERVICES	3.83	0.79	3.10	0.77	2.75	0.83	8.41**	1-3,1-2
INSTRUCTIONAL SUPPORT SERVICES	3.94	0.60	3.79	0.72	3.59	0.76	1.17	n.s.
COMMUNITY DEVELOPMENT SERVICES	4.09	0.54	3.78	0.58	4.02	0.58	1.95	n.s.
FINANCIAL SERVCIES	4.53	0.43	4.36	0.69	4.53	0.50	0.66	n.s.
CLERICAL SERVICES	4.06	0.67	4.22	0.63	4.11	0.56	0.41	n.s.

* Significant beyond .05 level
** Significant beyond .01 level

There is shown a significant difference in the degree of activity in which new coordinators perform tasks in the Administrative Services category. Respondents who had served one year or less as coordinator performed such tasks to a significantly higher degree (X = 3.86) than did those in group 2 (X = 3.08) and group 3 (X = -2.78).

Coordinators in group 1 felt that these Administrative Services tasks were significantly more appropriate (X = 3.83) to their function than did those in group 2 (X = 3.10) or group 3 (X = 2.75).

Sub-problems 2.1.3 and 3.1.3: To what extent is the degree of activity and/or the level of appropriateness of tasks performed by the coordinator influenced by her/his prior service on a further education council (Table 10).

There were no significant differences reported in this table. Previous positions held on further education councils has no significant influence on the degree of activity of tasks performed or their level of appropriateness.

Sub-problems 2.1.4 and 3.1.4: To what extent is the degree of activity and/or the level of appropriateness of tasks performed by the coordinator influenced by her/his length of residence in the area served by the council (Table 11).

Coordinators who reported having lived in the area where they are employed by the council for four years or less (group 1) indicated that they carried out tasks of an Administrative Services nature to a

Table 10

Analysis of Variance Showing No Significant Influences of Previous Positions on Council on Task Factors

	GROUP 1 YES N=14		GROUP 2 NO N=56		T - VALUE
DEGREE OF ACTIVITY	X	s.d.	X	s.d.	
LEADERSHIP SERVICES	3.40	.69	3.10	.76	1.34
ADMINISTRATIVE SERVICES	2.89	.89	3.19	.98	-1.01
INSTRUCTIONAL SUPPORT SERVICES	3.69	.90	3.58	.95	0.38
COMMUNITY DEVELOPMENT SERVICES	3.30	.90	3.20	.80	0.40
FINANCIAL SERVICES	4.38	.80	4.47	.54	-0.52
CLERICAL SERVICES	4.16	.59	4.18	.65	-0.08
LEVEL OF APPROPRIATENESS					
LEADERSHIP SERVICES	3.84	.60	3.62	.70	1.07
ADMINISTRATIVE SERVICES	3.03	.82	3.14	.90	-0.41
INSTRUCTIONAL SUPPORT SERVICES	3.82	.67	3.73	.73	0.40
COMMUNITY DEVELOPMENT SERVICES	4.04	.63	3.90	.57	.78
FINANCIAL SERVICES	4.36	.82	4.48	.51	-0.72
CLERICAL SERVICES	4.14	.49	4.15	.64	-0.04

Table 11

One-Way Analysis of Variance Showing Significant Influence of Length of Residence on Task Factors

	GROUP 1 0-4 YEARS N-17		GROUP 2 5-7 YEARS N-11		GROUP 3 8-10 YEARS N-10		GROUP 4 10 + YEARS N-131		F. RATIO	SIGNFCNT DFFRNT GROUPS
DEGREE OF ACTIVITY	X	s.d.	X	s.d.	X	s.d.	X	s.d.		
LEADERSHIP SERVICES	3.13	0.76	2.82	0.73	3.00	0.97	3.37	0.67	1.70	n.s.
ADMINISTRATIVE SERVICES	3.76	0.82	2.92	1.14	2.57	1.11	3.09	0.75	4.18*	1-3
INSTRUCTIONAL SUPPORT SERVICES	3.68	0.77	3.62	1.28	2.82	1.18	3.81	0.68	3.11*	3-4
COMMUNITY DEVELOPMENT SERVICES	3.17	1.10	3.04	0.35	2.85	0.82	3.41	0.73	1.46	n.s.
FINANCIAL SERVICES	4.35	0.64	4.29	0.79	4.36	0.79	4.60	0.39	1.14	n.s.
CLERICAL SERVICES	4.11	0.78	4.11	0.52	3.84	0.66	4.34	0.56	1.70	n.s.
LEVEL OF APPROPRIATENESS										
LEADERSHIP SERVICES	3.76	0.71	3.27	0.82	3.58	0.67	3.81	0.58	1.90	n.s.
ADMINISTRATIVE SERVICES	3.61	0.87	2.84	1.03	2.87	0.96	3.08	0.73	2.47	n.s.
INSTRUCTIONAL SUPPORT SERVICES	3.75	0.70	3.73	1.04	3.29	0.73	3.92	0.54	2.00	n.s.
COMMUNITY DEVELOPMENT SERVICES	3.85	0.56	3.74	0.58	3.68	0.55	4.10	0.57	2.13	n.s.
FINANCIAL SERVICES	4.43	0.52	4.33	0.80	4.27	0.75	4.56	0.45	0.89	n.s.
CLERICAL SERVICES	3.99	0.59	4.17	0.46	3.82	0.60	4.32	0.63	2.30	n.s.

* Significant beyond .05 level

significantly higher degree (X = 3.76) than did their colleagues in group 2 (5-7 years in the area) or group 3 (8-10 years). These latter groups reported means of 2.92 and 2.57 respectively.

Group 3 reported a significantly lower tendency to carry out tasks related to Instructional Support Services (X = 2.81) than did group 4 (X = 3.81).

Sub-problems 2.1.5 and 3.1.5: To what extent is the degree of activity and/or the level of appropriateness of tasks performed by the coordinator influenced by the size of the community served by the council (Table 12).

Respondents representing communities of 10,001 residents or more (group 3) differed significantly from those in group 1 (5,000 or less) and group 2 (5,001-10,000). Groups 1 and 2 carried out tasks of an Administrative Services nature to a significantly higher degree (X = 3.45 and X = 3.34) than did those in the larger centres (X = 2.44).

Similarly coordinators in groups 1 and 2 felt that these Administrative tasks were significantly more appropriate to their function than did those in group 3 (X = 3.40, 3.32 and 2.52 respectively).

Instructional Support Services were seen to be significantly more appropriate to coordinators in groups 1 and 2 (X = 3.94 and 3.91 respectively) than to those respondents in group 3 (X = 3.37). As well, groups 1 and 2 carried out such tasks to a significantly greater degree (X = 3.75 and X = 3.87) than did those in the larger centers (X = 3.17).

Table 12

One-Way Analysis of Variance Showing Significant Influences of Community Population on Task Factors

	GROUP 1 5,000 OR LESS N=29		GROUP 2 5,001-10,000 N=19		GROUP 3 10,001 OR MORE N=20		F. RATIO	SIGNIFI-CANTLY DIFFERENT GROUPS
DEGREE OF ACTIVITY	X	s.d.	X	s.d.	X	s.d.		
LEADERSHIP SERVICES	3.18	0.63	3.34	0.68	3.05	0.96	0.74	n.s.
ADMINISTRATIVE SERVICES	3.45	0.80	3.34	0.82	2.44	0.93	9.00**	1-3,2-3
INSTRUCTIONAL SUPPORT SERVICES	3.75	0.75	3.87	0.84	3.17	1.06	3.77*	1-3,2-3
COMMUNITY DEVELOPMENT SERVICES	3.24	0.93	3.10	0.65	3.30	0.86	0.29	n.s.
FINANCIAL SERVICES	4.35	0.63	4.58	0.33	4.46	0.75	0.81	n.s.
CLERICAL SERVICES	4.09	0.66	4.21	0.59	4.21	0.68	0.28	n.s.
LEVEL OF APPROPRIATENESS								
LEADERSHIP SERVICES	3.78	0.61	3.65	0.66	3.60	0.76	0.50	n.s.
ADMINISTRATIVE SERVICES	3.40	0.70	3.32	0.83	2.52	0.85	7.92**	1-3,2-3
INSTRUCTIONAL SUPPORT SERVICES	3.94	0.56	3.91	0.64	3.37	0.80	5.12*	1-3,2-3
COMMUNITY DEVELOPMENT SERVICES	3.96	0.57	3.78	0.51	4.03	0.67	0.92	n.s.
FINANCIAL SERVICES	4.40	-.58	4.48	0.49	4.50	0.70	0.20	n.s.
CLERICAL SERVICES	4.08	0.67	4.14	0.52	4.22	0.64	0.29	n.s.

* Significant beyond .05 level
** Significant beyond .01 level

Sub-problems 2.1.6 and 3.1.6: To what extent is the degree of activity and/or the level of appropriateness of tasks performed by the coordinator influenced by the region (as designated for further education regional workshops) in which the council is located (Table 13).

The region in which the respondent resided had no significant influence on the degree of activity or the level of appropriateness of tasks performed.

Sub-problems 2.1.7 and 3.1.7: To what extent is the degree of activity and/or the level of appropriateness of the tasks performed by the coordinator influenced by the full or part-time nature of her/his employment (Table 14).

The full or part-time nature of the coordinator's position had no significant influence on the degree of activity or the level of appropriateness of tasks performed.

Sub-problems 2.1.8 and 3.1.8: To what extent is the degree of activity and/or the level of appropriateness of the tasks performed by the coordinator influenced by her/his annual salary (Table 15).

The annual salary paid to a coordinator had no significant influence on the level of appropriateness or the degree of activity of tasks performed.

Sub-problems 2.1.9 and 3.1.9: To what extent is the degree of activity and/or the level of appropriateness of the tasks performed by

Table 13

One-Way Analysis of Variance Showing No Significant Influence of Region on Task Factors

	GROUP 1 NORTHWEST N=15		GROUP 2 NORTHEAST N=15		GROUP 3 YELLOWHEAD N=16		GROUP 4 CENTRAL N=13		GROUP 5 SOUTH N=15		F. RATIO	SIGNFCNT DFFRNT GROUPS
DEGREE OF ACTIVITY	X	s.d.	X	s.d.	X	s.d.	X	s.d.	X	s.d.		
LEADERSHIP SERVICES	3.41	.64	2.87	.89	3.28	.72	3.23	.68	3.10	.78	1.01	n.s.
ADMINISTRATIVE SERVICES	3.45	.90	2.99	.96	3.22	1.10	3.18	.80	2.85	1.01	.71	n.s.
INSTRUCTIONAL SUPPORT SERVICES	4.08	.82	3.28	1.09	3.34	.84	3.91	.65	3.58	1.01	1.92	n.s.
COMMUNITY DEVELOPMENT SERVICES	3.55	.79	2.90	.60	3.13	1.11	3.45	.62	3.19	.76	1.37	n.s.
FINANCIAL SERVICES	4.42	.42	4.37	.57	4.40	.68	4.56	.50	4.51	.74	.25	n.s.
CLERICAL SERVICES	4.47	.54	4.2	.52	4.15	.62	4.15	.74	3.97	.72	.96	n.s.
LEVEL OF APPROPRIATENESS												
LEADERSHIP SERVICES	3.73	.77	3.58	.64	3.74	.84	3.75	.49	3.56	.70	.26	n.s.
ADMINISTRATIVE SERVICES	3.38	.74	3.21	.94	3.14	1.03	3.01	.78	2.90	.87	.54	n.s.
INSTRUCTIONAL SUPPORT SERVICES	4.15	.62	3.53	.72	3.56	.68	3.97	.54	3.67	.86	1.92	n.s.
COMMUNITY DEVELOPMENT SERVICES	3.93	.65	3.94	.51	4.01	.53	3.90	.45	3.76	.75	4.12	n.s.
FINANCIAL SERVICES	4.56	.43	4.53	.42	4.44	.58	4.54	.50	4.23	.82	.81	n.s.
CLERICAL SERVICES	4.30	.64	4.24	.62	4.10	.58	4.14	.71	4.00	.54	.49	n.s.

Table 14

Analysis of Variance Showing No Significant Influences of Full or Part-Time Nature on Task Factors

	GROUP 1 FULL-TIME N=8		GROUP 2 PART-TIME N=61		T - VALUE
DEGREE OF ACTIVITY	X	s.d.	X	s.d.	
LEADERSHIP SERVICES	3.54	0.83	3.11	0.74	1.54
ADMINISTRATIVE SERVICES	3.06	1.07	3.14	0.96	-0.21
INSTRUCTIONAL SUPPORT SERVICES	3.65	0.94	3.59	0.95	0.17
COMMUNITY DEVELOPMENT SERVICES	3.67	0.75	3.16	0.82	1.64
FINANCIAL SERVICES	4.67	0.30	4.42	0.62	1.11
CLERICAL SERVICES	4.35	0.40	4.16	0.66	0.80
LEVEL OF APPROPRIATENESS					
LEADERSHIP SERVICES	3.83	0.66	3.64	0.70	0.70
ADMINISTRATIVE SERVICES	3.01	1.45	3.14	0.86	-0.39
INSTRUCTIONAL SUPPORT SERVICES	3.70	0.82	3.75	0.72	-0.20
COMMUNITY DEVELOPMENT SERVICES	4.23	0.37	3.89	0.60	1.56
FINANCIAL SERVICES	4.65	0.35	4.43	0.60	0.95
CLERICAL SERVICES	4.18	0.43	4.15	0.63	0.10

Table 15

Analysis of Variance Showing No Significant Influences of Coordinator's Salary on Task Factors

	GROUP 1 $8,000 OR LESS N=36		GROUP 2 $8,001-$10,000 N=26		GROUP 3 $10,001 OR MORE N=5		F. RATIO	SIGNIFICANTLY DIFFERENT GROUPS
DEGREE OF ACTIVITY	X	s.d.	X	s.d.	X	s.d.		
LEADERSHIP SERVICES	3.03	0.67	3.20	0.85	3.53	0.57	1.15	n.s.
ADMINISTRATIVE SERVICES	3.03	0.94	3.20	0.97	3.00	1.22	0.25	n.s.
INSTRUCTIONAL SUPPORT SERVICES	3.45	1.01	3.72	0.85	3.58	0.89	0.63	n.s.
COMMUNITY DEVELOPMENT SERVICES	3.17	0.71	3.13	0.93	3.53	0.72	0.51	n.s.
FINANCIAL SERVICES	4.34	0.68	4.56	0.50	4.73	0.25	1.68	n.s.
CLERICAL SERVICES	4.08	0.66	4.25	0.66	4.36	0.33	0.75	n.s.
LEVEL OF APPROPRIATENESS								
LEADERSHIP SERVICES	3.62	0.72	3.56	0.65	4.17	0.25	1.72	n.s.
ADMINISTRATIVE SERVICES	3.14	0.85	3.06	0.90	2.92	1.26	0.15	n.s.
INSTRUCTIONAL SUPPORT SERVICES	3.72	0.69	3.73	0.76	3.65	0.77	0.23	n.s.
COMMUNITY DEVELOPMENT SERVICES	3.89	0.54	3.85	0.63	4.23	0.35	0.92	n.s.
FINANCIAL SERVICES	4.40	0.67	4.47	0.45	4.60	0.62	0.29	n.s.
CLERICAL SERVICES	4.07	0.69	4.24	0.53	4.20	0.57	0.59	n.s.

* Significant beyond .05 level

the coordinator influenced by her/his employment in a paid position other than as coordinator (Table 16).

The respondents who were employed in a paid position other than as coordinator showed a significant difference in level of appropriateness of Financial Services tasks performed (X = 4.61) from those coordinators who reported no other source of employment income (X = 4.36).

Sub-problems 2.1.10 and 3.1.10: To what extent is the degree of activity and/or the level of appropriateness of tasks performed by the coordinator influenced by the number of hours per week worked as coordinator (Table 17):

Respondents in group 1 who reported working 15 hours or less per week worked significantly less at tasks of a community development nature than did those in group 3 who reported working 21 or more hours/week (X = 2.76 and 3.43 respectively). Respondents in group 3 (X = 4.64) were significantly more active in tasks of a financial services nature than were those in group 2 who worked 16-20 hours/week (X = 4.23).

Sub-problems 2.1.11 and 3.1.11: To what extent is the degree of activity and/or the level of appropriateness of tasks performed by the coordinator influenced by her/his present level of schooling (Table 18).

There were three groups defined: Group 1 reported a completed education of Grade XII or less. Group 2 reported Technical/Professional training while group 3 indicated completion of training at the College or Bachelor's level.

Table 16

Analysis of Variance Showing Significant Influences of Other Employment on Task Factors

	GROUP 1 YES N=26		GROUP 2 NO N=44		T - VALUE
DEGREE OF ACTIVITY	X	s.d.	X	s.d.	
LEADERSHIP SERVICES	3.20	0.82	3.14	0.73	0.30
ADMINISTRATIVE SERVICES	3.37	1.06	2.99	0.88	1.61
INSTRUCTIONAL SUPPORT SERVICES	3.57	0.97	3.62	0.92	-0.22
COMMUNITY DEVELOPMENT SERVICES	3.27	0.94	3.19	0.75	0.41
FINANCIAL SERVICES	4.56	0.48	4.38	0.65	1.23
CLERICAL SERVICES	4.22	0.64	4.15	0.64	0.42
LEVEL OF APPROPRIATENESS					
LEADERSHIP SERVICES	3.70	0.74	3.65	0.66	0.30
ADMINISTRATIVE SERVICES	3.29	0.99	3.02	0.80	1.20
INSTRUCTIONAL SUPPORT SERVICES	3.73	0.84	3.76	0.65	-0.14
COMMUNITY DEVELOPMENT SERVICES	3.95	0.57	3.92	0.59	0.16
FINANCIAL SERVICES	4.61	0.39	4.36	0.65	1.99*
CLERICAL SERVICES	4.22	0.54	4.11	0.65	0.74

* Significant beyond .05 level

Table 17

One-Way Analysis of Variance Showing Significant Influences of Hours Worked/Week on Task Factors

	GROUP 1 15 OR LESS N=16		GROUP 2 16 - 20 N=23		GROUP 3 21 OR MORE N=31		F. RATIO	SIGNIFICANTLY DIFFERENT GROUPS
DEGREE OF ACTIVITY	X	s.d.	X	s.d.	X	s.d.		
LEADERSHIP SERVICES	2.90	0.77	3.14	0.77	3.32	0.72	1.63	n.s.
ADMINISTRATIVE SERVICES	3.07	0.85	3.07	0.98	3.20	1.02	0.15	n.s.
INSTRUCTIONAL SUPPORT SERVICES	3.18	0.93	3.72	0.90	3.73	0.92	2.20	n.s.
COMMUNITY DEVELOPMENT SERVICES	2.76	0.99	3.26	0.80	3.43	0.64	3.85*	1-3
FINANCIAL SERVICES	4.39	0.67	4.23	0.72	4.64	0.35	3.41*	203
CLERICAL SERVICES	4.00	0.69	4.17	0.57	4.26	0.65	0.89	n.s.
LEVEL OF APPROPRIATENESS								
LEADERSHIP SERVICES	3.55	0.65	3.77	0.63	3.65	0.75	0.51	n.s.
ADMINISTRATIVE SERVICES	3.18	0.81	3.00	0.84	3.18	0.96	0.30	n.s.
INSTRUCTIONAL SUPPORT SERVICES	3.47	0.64	3.89	0.64	3.78	0.79	1.77	n.s.
COMMUNITY DEVELOPMENT SERVICES	3.68	0.69	3.98	0.48	4.02	0.56	2.05	n.s.
FINANCIAL SERVICES	4.54	0.56	4.31	0.69	4.52	0.49	1.11	n.s.
CLERICAL SERVICES	4.12	0.68	4.09	0.56	4.20	0.62	0.24	n.s.

* Significant beyond .05 level

Table 18

One-Way Analysis of Variance Showing Significant Influences of Present Level of Schooling on Task Factors

	GROUP 1 GR.XII OR LESS N=20		GROUP 2 TECH/PROF TRNG N=6		GROUP 3 UNIV/COLLEGE N=44		F. RATIO	SIGNIFICANTLY DIFFERENT GROUPS
DEGREE OF ACTIVITY	X	s.d.	X	s.d.	X	s.d.		
LEADERSHIP SERVICES	3.28	0.78	2.56	1.12	3.19	0.67	2.29	n.s.
ADMINISTRATIVE SERVICES	3.44	0.81	2.94	1.36	3.00	0.97	1.57	n.s.
INSTRUCTIONAL SUPPORT SERVICES	4.00	0.64	2.86	1.42	3.52	0.90	4.32*	1-2
COMMUNITY DEVELOPMENT SERVICES	3.35	0.79	2.97	0.77	3.19	0.84	0.55	n.s.
FINANCIAL SERVICES	4.38	0.66	4.39	0.38	4.49	0.59	0.28	n.s.
CLERICAL SERVICES	4.50	0.47	4.53	0.33	3.98	0.66	6.52**	1-3
LEVEL OF APPROPRIATENESS								
LEADERSHIP SERVICES	3.67	0.75	3.32	0.96	3.71	0.62	0.83	n.s.
ADMINISTRATIVE SERVICES	3.42	0.82	2.95	1.17	3.00	0.86	1.68	n.s.
INSTRUCTIONAL SUPPORT SERVICES	3.93	0.55	3.21	1.11	3.74	0.70	2.38	n.s.
COMMUNITY DEVELOPMENT SERVICES	3.39	0.47	3.80	0.77	3.94	0.61	0.15	n.s.
FINANCIAL SERVICES	4.39	0.66	4.53	0.29	4.48	0.58	0.19	n.s.
CLERICAL SERVICES	4.39	0.50	4.30	0.60	4.02	0.63	2.81*	1-3

* Significant beyond .05 level
** Significant beyond .01 level

Significant differences were recorded in response to carrying out Instructional Support Services tasks with group 2 reporting a mean of 2.86 and group 1 reporting X = 4.00.

Similarly, Clerical Services tasks were completed by group 1 to a significantly higher degree than by group 3 (X = 4.50 and 3.98).

Significant differences were recorded in the appropriateness of Clerical Services related tasks to the function of the coordinator. Groups 1 and 3 differed significantly (X = 4.39 and 4.02).

Sub-problems 2.1.12 and 3.1.12: To what extent is the degree of activity and/or the level of appropriateness of tasks performed by coordinators influenced by her/his recent enrollment in a personal development program (Table 19).

Coordinators reporting recent enrollment in an upgrading program reported that tasks of a clerical nature were significantly more important (X = 4.37) to the coordinator's function than did those who had recently enrolled in a recreation or general interest program (X = 3.85).

Summary

This section reported the results of an analysis of the differences between groups within the six factor areas developed in Section Three of this chapter. The section focussed on problems 2 and 3: To determine to what extent is the degree of activity and/or the level of appropriateness of tasks performed by the coordinator influenced by her/his personal, professional and organizational characteristics.

Table 19

One-Way Analysis of Variance Showing No Significant Influence of Recent Personal Development Program Enrollment on Task Factors

	GROUP 1 UPGRADING N=30		GROUP 2 RC/GNL INT N=16		GROUP 3 PER GROWTH N=16		GROUP 4 OTHER N=1		GROUP 5 NONE N=16		F. RATIO	SIGNFCNT DFFRNT GROUPS
DEGREE OF ACTIVITY	X	s.d.	X	s.d.	X	s.d.	X	s.d.	X	s.d.		
LEADERSHIP SERVICES	3.25	0.74	2.99	0.74	2.98	0.92	3.94	0	3.10	0.70	.71	n.s.
ADMINISTRATIVE SERVICES	3.18	1.00	3.23	0.86	2.85	1.08	4.20	0	2.93	1.00	.65	n.s.
INSTRUCTIONAL SUPPORT SERVICES	3.66	0.86	3.71	0.98	3.56	0.91	4.00	0	3.36	1.11	.39	n.s.
COMMUNITY DEVELOPMENT SERVICES	3.47	0.75	2.88	0.70	2.91	0.78	2.75	0	3.13	0.88	1.89	n.s.
FINANCIAL SERVICES	4.55	0.58	4.17	0.66	4.47	0.84	4.33	0	4.53	0.43	1.19	n.s.
CLERICAL SERVICES	4.33	0.59	3.89	0.63	3.80	0.95	4.20	0	4.33	0.52	2.09	n.s.
LEVEL OF APPROPRIATENESS												
LEADERSHIP SERVICES	3.72	0.70	3.53	0.45	3.44	0.81	4.50	0	3.67	0.78	0.74	n.s.
ADMINISTRATIVE SERVICES	3.06	0.91	3.14	0.77	3.00	1.05	3.70	0	3.16	0.96	0.16	n.s.
INSTRUCTIONAL SUPPORT SERVICES	3.67	0.78	3.93	0.62	3.62	0.75	3.67	0	3.73	0.87	0.38	n.s.
COMMUNITY DEVELOPMENT SERVICES	4.09	0.54	3.62	0.56	3.66	0.41	4.75	0	3.92	0.52	2.97	n.s.
FINANCIAL SERVICES	4.53	0.63	4.21	0.63	4.33	0.58	4.50	0	4.58	0.37	1.07	n.s.
CLERICAL SERVICES	4.37	0.54	3.85	0.65	3.92	0.63	3.20	0	4.20	0.55	3.15*	1-2

* Significant beyond .05 level

Analysis of these differences revealed that of the 12 personal, professional and organizational variables, seven variables had a significant influence on the degree of activity and/or the level of appropriateness of tasks performed. These are provided below.

Variable

2. her/his length of service as a coordinator in the current position,
4. her/his length of residence in area served by the council,
5. the size of the community served by the council,
9. her/his employment in a paid position other than as coordinator,
10. the number of hours per week worked as coordinator,
11. her/his present level of schooling,
12. her/his recent enrollment in a personal development program.

There were five variables that had no significant influence on the Degree of Activity and/or the Level of Appropriateness of tasks performed by the coordinator:

Variable

1. her/his age,
3. her/his prior service on a further education council,
6. the region (as designated for further education regional workshops) in which the council is located,
7. the full or part-time nature of her/his position,
8. her/his annual salary.

The Personal, Professional and Organizational Characteristics had significant influence on all task categories except Leadership. The influencing characteristic and the nature of the influence are outlined below.

1. Leadership Services--no significant influence.
2. Administrative Services--
    a. Newer coordinators carry out these tasks to a higher degree and feel they are more appropriate to their function.
    b. Coordinators who have lived in their community less than four years carry out these tasks to a greater degree.
    c. The smaller the community, the more likely that the coordinator will be involved in administrative tasks.
3. Instructional Support Services--
    a. Coordinators who have resided in their community for less than four years carry out these tasks to a greater degree.
    b. Coordinators residing in smaller communities carry out these tasks to a greater degree and feel they are more appropriate to their function.
    c. Coordinators educated to the grade 12 level or less are significantly more involved in instructional support tasks.
4. Community Development Services--
    a. The more hours worked per week as coordinator the more involved she/he is in community development tasks.
5. Financial Services--
    a. Tasks of this nature are seen to be more appropriate to the coordinator's function by these coordinators who are employed in other part-time jobs.

b. These tasks are carried out to a higher degree by those coordinators working 21 or more hours per week.

6. Clerical Services—

a. Tasks of a clerical nature are carried out significantly more and are viewed as being significantly more appropriate by coordinators with schooling at the grade 12 level or less.

b. Coordinators who have recently enrolled in an upgrading program feel these tasks are more appropriate to their function.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The final chapter contains a summary of the study relative to its purpose, instrumentation and research methodology. Additionally, the major findings, those conclusions which emerged from the study, the resultant implications and suggestions for further research are provided.

SUMMARY

The Purpose

The purpose of this study was to explore the activities of the further education council coordinator from the coordinator's viewpoint. The study investigated selected individual characteristics of a coordinator, obtained reactions to a series of task statements and consolidated these task statements into a description of the activities that a coordinator might legitimately be assigned as a normal function of her/his position. Additionally, the study applied an assessment model, namely the Quadrant Assessment Model, which utilized discrepancy analysis to determine:

1. Where coordinators are currently devoting their time and believe they should be,
2. Where coordinators are devoting their time and believe they should not be,

3. Where coordinators are not devoting their time and believe they should be, and
4. Where coordinators are not devoting their time and believe they should not be.

Finally, the study explored the relationship of a series of personal, professional and organizational distinctions to the defined activities.

The Research

A review of the research which has been conducted on the further education coordinator revealed a very small number of studies. Konrad et al (1982) looked at professional development for coordinators and Sonoda (1983) more recently studied their job satisfaction.

There is, however, no research completed to date on the various activities that are associated with the coordinator's position nor have there been any studies completed on the coordinator's overall function.

Given the significant growth of non-credit adult education programs in the last decade and the uniqueness of the further education council operation it was deemed appropriate and relevant to undertake a study of their activities.

Instrumentation

The questionnaire, the Function of the Further Education Council Coordinator in Alberta, was employed in the collection of data and was developed with some adaptation to instrumentation utilized by Sonoda (1983) and Sanders (1980).

Section A requested demographic data pertaining to personal, professional and organizational characteristics of the respondents.

Section B contained 58 task statements representing activities that a coordinator may become involved in completing as part of her/his normal function. Responses were requested for Degree of Activity and Level of Appropriateness in each activity.

Research Methodology

The instrument was refined with the assistance of several council coordinators and managers working with further education councils throughout the province. The instrument was then mailed to 76 coordinators. A total of 70 instruments were completed and returned, representing a 92.1 percent response rate.

Data Analysis

To address the various problem statements appropriate statistical tests were employed to determine frequency and percentage distributions of responses, mean scores, standard deviations, analysis of variance, and statistical probability. Factor analysis was used to determine commonalities in the task items and analysis of variance was utilized to indicate significant differences in the mean levels between tasks.

Data were also analyzed using descriptive statistics as required by the Quadrant Assessment Model as follows:

1. The data generated by coordinator's responses were developed into an "Ideal" or Level of Appropriateness group and a "Real" or Degree of Activity group.
2. Means and standard deviations were used to calculate a _t_-score for each task statement and on this basis the statements were ranked ordered in the profile and a "mean of the means" was determined.
3. The mean for the profile was used to determine High-Low Values.
4. Statements were placed into the quadrants on the basis of these High-Low Values. Statements with high values on both the "Ideal" and "Real" profiles were placed in Quadrant 1; those with high values on the "Ideal" profile and low values on the "Real" profile were allocated to Quadrant 2; those with low values on both profiles were placed in Quadrant 3; and finally those with low scores on the "Ideal" profile and high scores on the "Real" were placed in Quadrant 4.
5. Quadrant 1 was determined to relate to sub-problem 1.1; "To develop a series of tasks where coordinators are currently devoting their time and believe they should be."

   Quadrant 2 related to those tasks addressing sub-problem 1.3; "To develop a series of tasks where coordinators are not devoting their time and believe they should be."

   Quadrant 3 related to those tasks addressing sub-problem 1.4; "To develop a series of tasks where coordinators are not currently devoting their time and believe they should not be."

Quadrant 4 was seen to relate to sub-problem 1.2; "To develop a series of tasks where coordinators are currently devoting their time and believe they should not be."

The Findings

The findings from each of the problems and sub-problems investigated in the study are summarized in the following section.

Problem 1: To identify and order in terms of importance tasks that are or should be performed by coordinators.

A frequency analysis of the responses to the task statements in Section B of the instrument was conducted and a listing of task statements and their rank order of importance (by mean) under Degree of Activity was developed. A relative ranking, by mean, for Level of Appropriateness was indicated as well (Table 5).

It was determined that the following tasks were common to both Degree of Activity and to Level of Appropriateness as indicated:

1. Tasks ranked 1-10: 8 tasks common
2. Tasks ranked 1-15: 11 tasks common
3. Tasks ranked 1-20: 16 tasks common
4. Tasks ranked 1-25: 22 tasks common

There was then strong agreement as to what coordinators saw as tasks that they were involved in carrying out and that they felt should be carried out as part of their function.

It was further determined that the lowest ranked tasks were common to both Degree of Activity and Level of Appropriateness as follows:

1. Tasks ranked 48-58: 8 tasks common

2. Tasks ranked 43-58: 10 tasks common
3. Tasks ranked 38.5-58: 16 tasks common
4. Tasks ranked 32.5-58: 22 tasks common.

Strong agreement was indicated in these tasks that coordinators felt were not very appropriate to their function and in which they were not very actively involved.

Sub-problem 1.1-1.4

The Quadrant Assessment Model (QAM) was employed as earlier described to address sub-problems 1.1-1.4. The findings are outlined below.

Sub-problem 1.1--To develop a series of items of work (tasks) where coordinators are currently devoting their time and believe they should be.

Quadrant 1 (High Ideal--High Real) contained 27 task statements which coordinators felt strongly should be carried out and were carrying out to a high degree. These tasks were listed, in unranked order, in Table 6.

Quadrant 2 (High Ideal--Low Real) contained three task statements which coordinators were carrying out to a low degree but which they felt were highly appropriate to the coordinator's function.

Quadrant 3 (Low Ideal--Low Real) housed 25 task statements. These represented tasks that the coordinators felt were quite inappropriate to their function and that they were not actively involved in carrying out.

Finally Quadrant 4 (Low Ideal--High Real) identified three statements which coordinators regarded as inappropriate to their day-to-day activities however they were involved in these same activities to a high degree.

Problem 2: To determine to what extent is the Degree of Activity of tasks performed by the coordinator influenced by her/his personal, professional and organizational characteristics.

Problem 3: To determine to what extent is the Level of Appropriateness of tasks performed by the coordinator influenced by her/his personal, professional and organizational characteristics.

In order to properly address Problems 2 and 3, responses to the 58 task statements in Section B of the questionnaire were factor analyzed using varimax rotation. Various factor solutions were examined with the six factor solution providing the most logical clustering of variables and the most number of variables. For each factor those items with loadings of .40 and greater were used in factor interpretation. Each task or item and its loading was indicated under the factor heading.

The results of this analysis were displayed in table form (Page 81) under the six factor headings:

1. Leadership Services
2. Administrative Services
3. Instructional Support Services
4. Community Development Services
5. Financial Services
6. Clerical Services

The Leadership Factor contained the most items (18) while Administrative Services (11 items) and Community Development Services (9 items) placed well above Clerical Services (5 items), Financial Services (6 items) and Instructional Support Services (7 items).

The results of the factor analysis were related to the QAM in order to determine which factors applied to each quadrant. This process also revealed which factors were seen by the respondents to be of high or less appropriateness and which factors were being carried out to a high or low degree.

Tasks of a Leadership nature were seen to be both highly appropriate and highly inappropriate to the coordinator's role and were being carried out to a high and a low degree. Table 6 identifies the tasks in each category.

Financial Services oriented tasks were seen as being highly appropriate to the coordinator's role and were being carried out to a high degree.

Tasks of an Administrative Services nature were considered to be inappropriate and were not being carried out to a great degree.

Having broken the 58 task statements into six factors, analysis of variance was employed to determine which groups, categorized on the basis of coordinator characteristics, reported statistically significant influences of these characteristics upon the degree of activity and level of appropriateness of factors.

A series of 12 tables (1 for each variable in Section A) were developed which indicated the results of this analysis by Degree of Activity and Level of Appropriateness for Factors.

There were no significant differences reported in tables dealing with the following variables:

Variable

1. Her/his age,
3. Her/his prior service on a further education council,
6. The region (as designated for further education regional workshops) in which the council is located,
7. The full or part-time nature of her/his position, or
8. Her/his annual salary.

Significant differences were reported for variables in the remaining seven tables:

Variable

2. Her/his length of service as a coordinator in the current position,
4. Her/his length of residence in area served by the council,
5. The size of the community served by the council,
9. Her/his employment in a paid position other than as coordinator,
10. The number of hours per week worked as coordinator,
11. Her/his present level of schooling, and
12. Her/his recent enrollment in a personal development program.

Table 20 summarizes these influencing variables by factor, relates the variable to a respective sub-problem and outlines the nature of the influence on degree of activity and level of appropriateness of the factor tasks.

Table 20

Summary of Task Factors, the Influence of Coordinator Characteristics on the Factor(s), the Nature of Influence and the Respective Sub-Problem

FACTOR	INFLUENCED BY	RELATION TO SUB-PROBLEM	NATURE OF SIGNIFICANT INFLUENCE
Leadership Services	No Influence	N/A	NIL
Administrative Services	. Length of service as coordinator	2.1.2 3.1.2	. New coordinator more active in these tasks . New coordinator feels these tasks more appropriate to function
	. Residence in community	2.1.4	. Those in community less than 4 years more active
	. Size of community	2.1.5	. The smaller the community the more active the coordinator
Instructional Support Services	. Residence in community	2.1.4	. Those in community less than 4 years more active in these tasks
	. Size of community	2.1.5 3.1.5	. The smaller the community the more active the coordinator and the more appropriate these tasks are to the function

Table 20, continued

FACTOR	INFLUENCED BY	RELATION TO SUB-PROBLEM	NATURE OF SIGNIFICANT INFLUENCE
Leadership Services	No Influence	N/A	NIL
	. Present level of schooling	2.1.11	. Coordinators educated to Gr. XII or less more active in these tasks
Community Development Services	. Number of hours worked per week	2.1.10	. The more hours worked/week the more involved in these tasks
Financial Services	. Employment other than as coordinator	3.1.9	. Those employed in additional jobs feel these tasks more appropriate to coordinator's function
	. Number of hours worked per week	2.1.10	. Those working 21 hours/week or more active in these tasks
Clerical Services	. Present level of schooling	2.1.11 3.1.11	. Coordinators educated to Gr. XII or less more active in these tasks and feel they are more appropriate
	. Recent enrollment in personal development program	3.1.12	. Those coordinators recently enrolled in upgrading feel these tasks more appropriate

Conclusions

At the present time there are 85 councils operating throughout the province, seventy-six of which have a further education council coordinator. There is considerable support for Byrne's findings (1981:19) that: "although supposedly part-time employees many coordinators devote an inordinate amount of time to these tasks (course delivery, securing space, advertising)." In fact, more than 77 percent of the coordinators reported that they work 16 or more hours per week while 44 percent revealed that their hours spent on the job were 21 or more. Eighty-seven percent indicated that their council viewed the coordinator's position as being of a part-time nature.

These largely overworked and underpaid female community leaders are, typically, between the ages of 26-35 years, have resided for eight years or more in a community of 10,000 or less, are paid less than $10,000 per year and, as mentioned, work 16 hours or more per week in this, their only source of employment.

Typically, coordinators have been so employed for less than five years and have never before been active on a further education council. The typical coordinator has received some post-secondary education and has recently enrolled in some form of educational program.

Degree and Appropriateness of Activities

It was determined that coordinators were able to isolate at least 27 individual tasks that they were actively involved in carrying out and which, they strongly believed, were appropriate to their function.

These tasks were of a predominantly leadership and financial nature, with a strong leaning toward activities that involved community leadership and direction.

It may be concluded that any local development of a coordinator's "job description" should carefully consider the inclusion of these tasks and that inservice training activities should be directed at the provision or enhancement of related skills. Such activities and their effective completion may provide some basis for the coordinator's evaluation.

Three tasks were identified by coordinators as being highly appropriate to their function but were being carried out to a low degree. They had to do with community development: speaking engagements, social functions and determining council's community effectiveness. Such activities could effectively be added to those mentioned earlier so as to more accurately develop a list of coordinator's duties. Inservice training activities could be planned to develop skills in such areas which would increase the degree of activity in which such tasks are performed.

The study provided insight into 25 areas where coordinators are not actively involved and feel strongly that they should not be. These tasks were predominantly of a council support services nature. Such tasks as taking minutes, collecting tuition fees, arranging for facility rentals and field trips were identified in this regard. Since coordinators indicated strong agreement that more leadership activity in the community was appropriate to their function it is not surprising that they would tend to regard these more basic, and perhaps mundane, tasks as being restrictive to their effective functioning. Such tasks could then be minimized or excluded from any description of a coordinator's duties.

Finally, and as importantly, there were several tasks identified as being inappropriate to the coordinator's function, even though these tasks were being performed to a high degree! It may only be assumed that such activities have been historical in nature and/or regarded by other council members (the designated hosting authority, agency representatives) as being necessary to the council's operation and therefore appropriate for inclusion in the coordinator's function. One may imagine that these activities (typing forms, conducting student registrations and the provision of educational information to students) are of a constant frustration to these coordinators who see their proper function as being in the realm of leadership, financial control and community development. Legitimately, these activities could be viewed as being exempt from a coordinator's job and re-allocated to other elements of the council such as the secretary or a sub-committee.

Task Factor Influences

In reviewing the six factors that were developed to, as accurately as possible, encapsulate the various types of tasks that make up a coordinator's function, it was determined that five of the six factors were influenced to a statistically significant degree by a relative few coordinator descriptors.

The coordinator's length of residence in the community had a significant impact on the degree of activity of tasks performed in the areas of Administrative and Instructional Support Services. Such activities were performed significantly more by coordinators who had resided in the community less than four years.

Coordinators living in smaller communities carried out Administrative and Instructional Support Services activities to a greater degree and felt that instructional support was significantly more important to their role. In fact, the smaller the community, the greater that such was the case.

Interestingly the length of service as coordinator had surprisingly little influence on the factors. In fact, administrative tasks only were influenced with new coordinators, particularly those having served one year or less. They saw such activities as highly important to the coordinator's function and carried such tasks out to a higher degree.

The Community Development Factor was influenced by the number of hours worked per week as coordinator. This is particularly significant in that two items included in this factor were identified under the QAM analysis as lacking attention but as being highly appropriate to the respondent's overall function. Clearly the more time a coordinator works, the more time is spent on such activities. Since registration and typing were seen earlier to be inappropriate but actively carried out, it is consistent to think that if such tasks were at least minimized in a coordinator's function more effort could be allocated to community development.

The Financial Services Factor was influenced by the coordinator's employment in other areas and by the hours worked per week. Those with other employment felt these tasks more appropriate to their job while those working more than 20 hours per week were more actively involved in such tasks.

This is perhaps further supportive of the time available aspect. Those working the most hours have time, at the expense of community development activities, to spend on the financial aspects of the council's operation while those working at other employment do not have as much time for such activities but feel they are appropriate. It was seen in the QAM analysis that such tasks as bookkeeping, budgeting and the preparation of financial statements were perceived as being appropriate and actively engaged in.

The coordinator's present level of schooling or recent enrollment in a personal development program had significant influence on the Clerical Services Factor.

Coordinators with grade XII or less level of education and those recently enrolled in upgrading viewed these tasks as being more appropriate. This is consistent with the findings that both groups were in the minority, their colleagues feeling that most clerical duties were inappropriate to the coordinator's function.

IMPLICATIONS AND RECOMMENDATIONS

A review of this study's findings has provided an insight into the typical coordinator, her/his views about what aspects her/his function should entail and what aspects she/he is actually engaged in. One obvious fact emerges: Coordinators have almost evenly divided the tasks presented in this study as to whether they are appropriate or not and whether they are being actively carried out or not. As a result, 27 out of 57 tasks were perceived as being appropriate to their function and they reported high involvement in these areas. As well, 25 tasks were identified as low activity and low appropriateness activities. Implications arising from this may properly be stated as questions:

1. Is the function of the coordinator as developed in this study appropriate when reviewed at the individual council level?
2. Is it appropriate from the viewpoint of the Designated Hosting Authority? The agency representative?
3. How may the results of this study be properly utilized to provide a basic description for the council coordinator?
4. How may the study be applied at the local and regional level for purposes of coordinator and council orientation and evaluation?

The writer believes that further education councils must organize, acquire where necessary the critical elements, and develop an effective working group that will enable them to identify and address, the issues and the subsequent training needs that will surely arise in the future. This study has several recommendations in conclusion:

1. That councils and their memberships examine the tasks contained in the study and seriously consider them as a basis for the development of a description of their coordinator's function.
2. That coordinators review the findings with a view toward discussing their function at the council level.

3. That the findings and the resultant job description be utilized locally to properly orient coordinators to the job, to aid in their evaluation and to provide the basis for inservice training activities.
4. That the Further Education Services Branch of Alberta Advanced Education provide a summary of this study to all councils and endeavor to utilize its findings in future council support and inservice training activities.

A Final Caution

The findings of a single study should be accepted with considerable caution. Campbell (1977:197) advises that:

> One should recognize that the population included, the nature of the instruments used, the limited variables being tested, and other factors will often limit the generalizations that may be drawn from a single study.

Though the writer has tried to be faithful to the facts as outlined in the literature he is certain that he has occasionally misunderstood them or drawn his own conclusions--as any newcomer to research is bound to misunderstand and deduce. Though he has tried to be objective he is aware of his direct involvement, on a day-to-day basis, with representatives of all the various elements of further education councils throughout the province and the subsequent potential for biased interpretation and reporting.

He is further conscious of his particularly strong belief in what further education councils were intended to achieve and in the success they have and may continue to achieve. Still he trusts that the aim of this study: to provide an understanding of Alberta's further education councils and to develop a well defined statement of tasks that a council coordinator should legitimately be involved in carrying out, has been reached to the point where it conveys to the public the simple yet effective structure and operation of these unique bodies, and to council members and affiliates the importance and practicality of outlining a well developed overall function for coordinators and of properly orienting them to it.

Implications for Further Research

1. This study has examined a very specific population of adult coordinators in the growing field of adult education. A similar study could expand upon the variables where influence on the tasks performed was recorded, e.g., the size of the community, the coordinator's length of service.
2. It would also be interesting to note the influence that the coordinator's educational level had on the overall council operation.
3. The Quadrant Assessment Model was utilized in this study to analyze the real and ideal tasks performed by the further education council coordinator. Similar research could be carried out to examine the function of the coordinator from the viewpoint of school boards, council chairmen, agency representatives and the general public.

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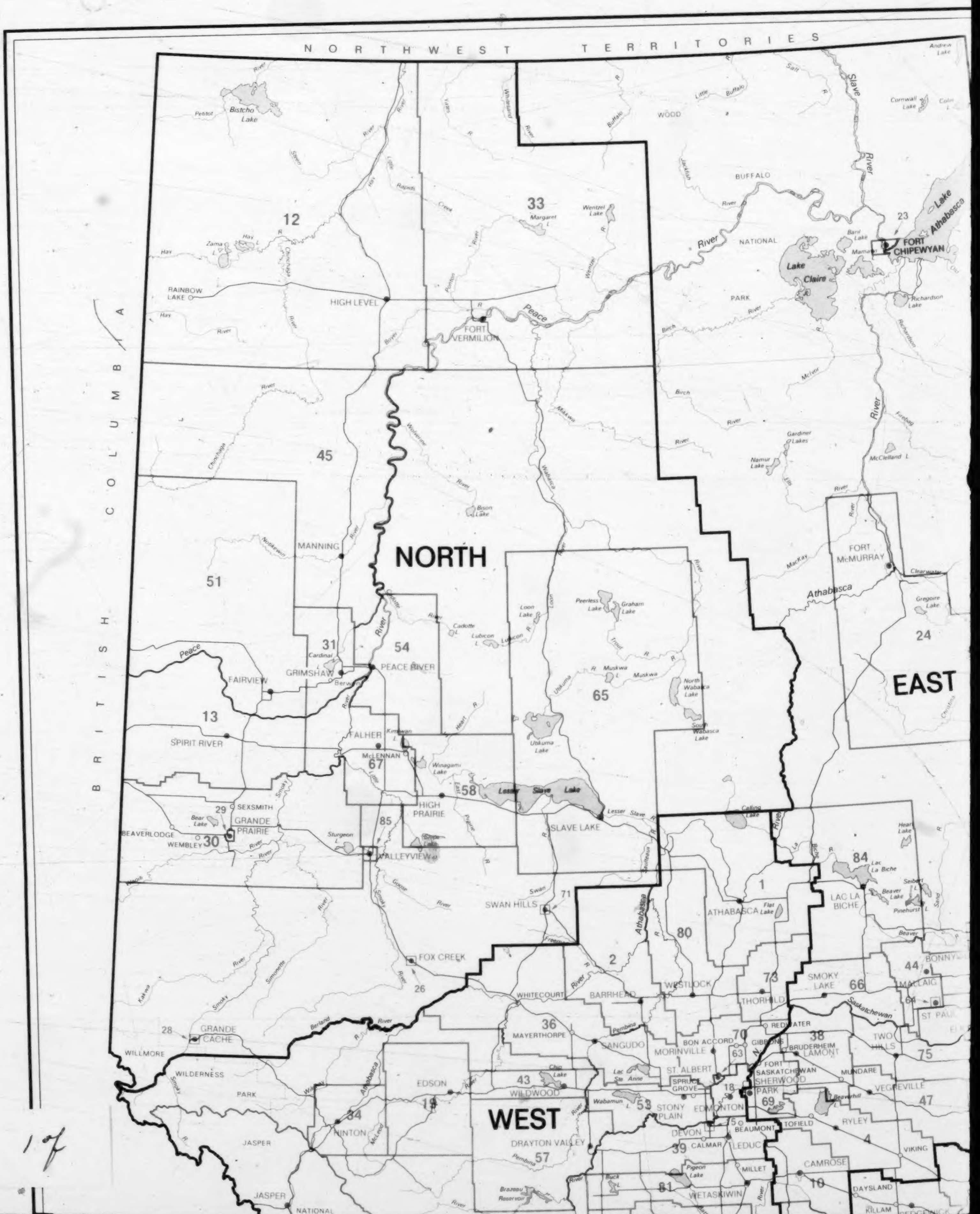
APPENDIX I

MAP OF COUNCILS

FURTHER EDUCATION POLICY, GUIDELINES, PROCEDURES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HIGH LEVEL
FORT VERMILION
Peace
Boyer
Margaret L
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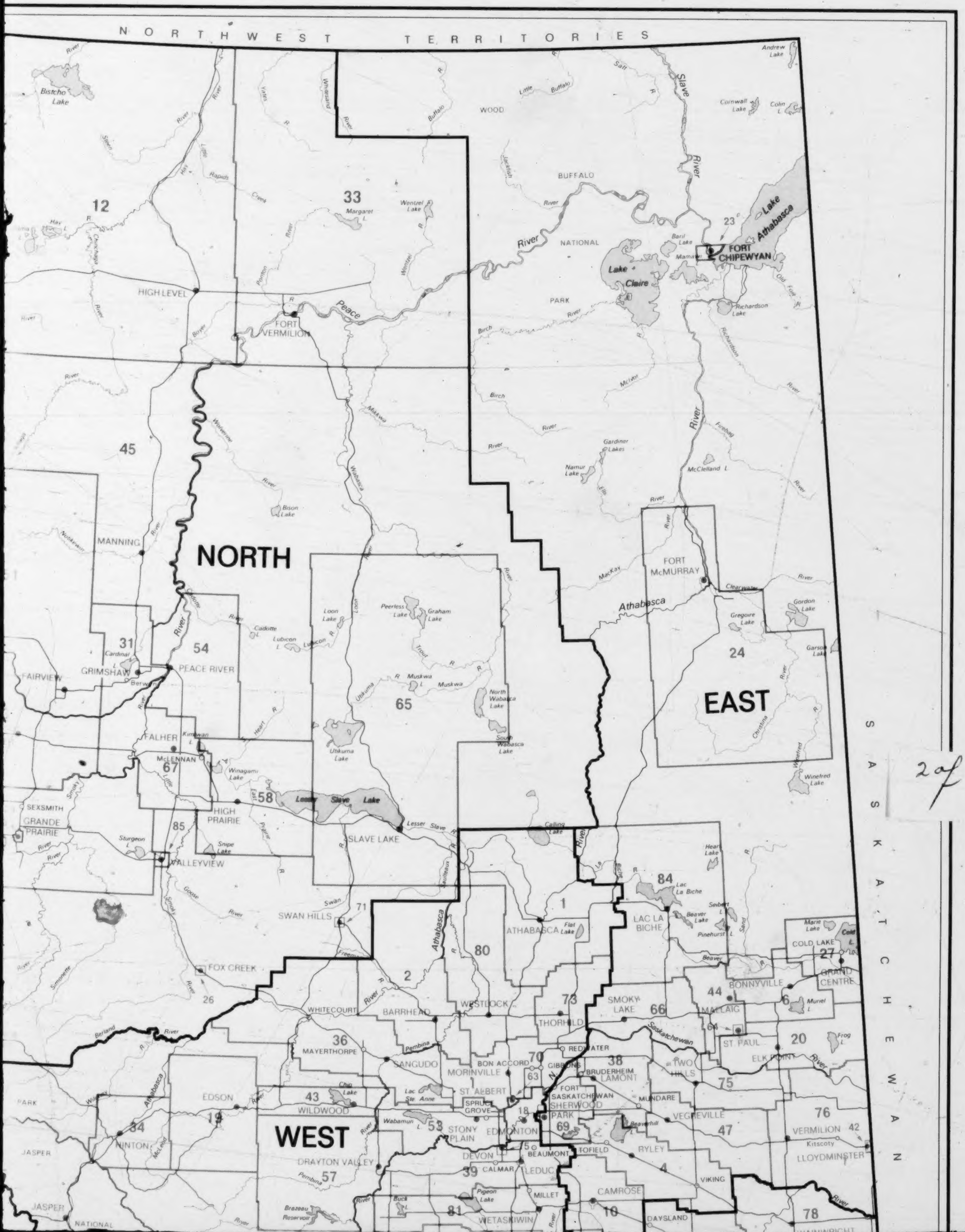
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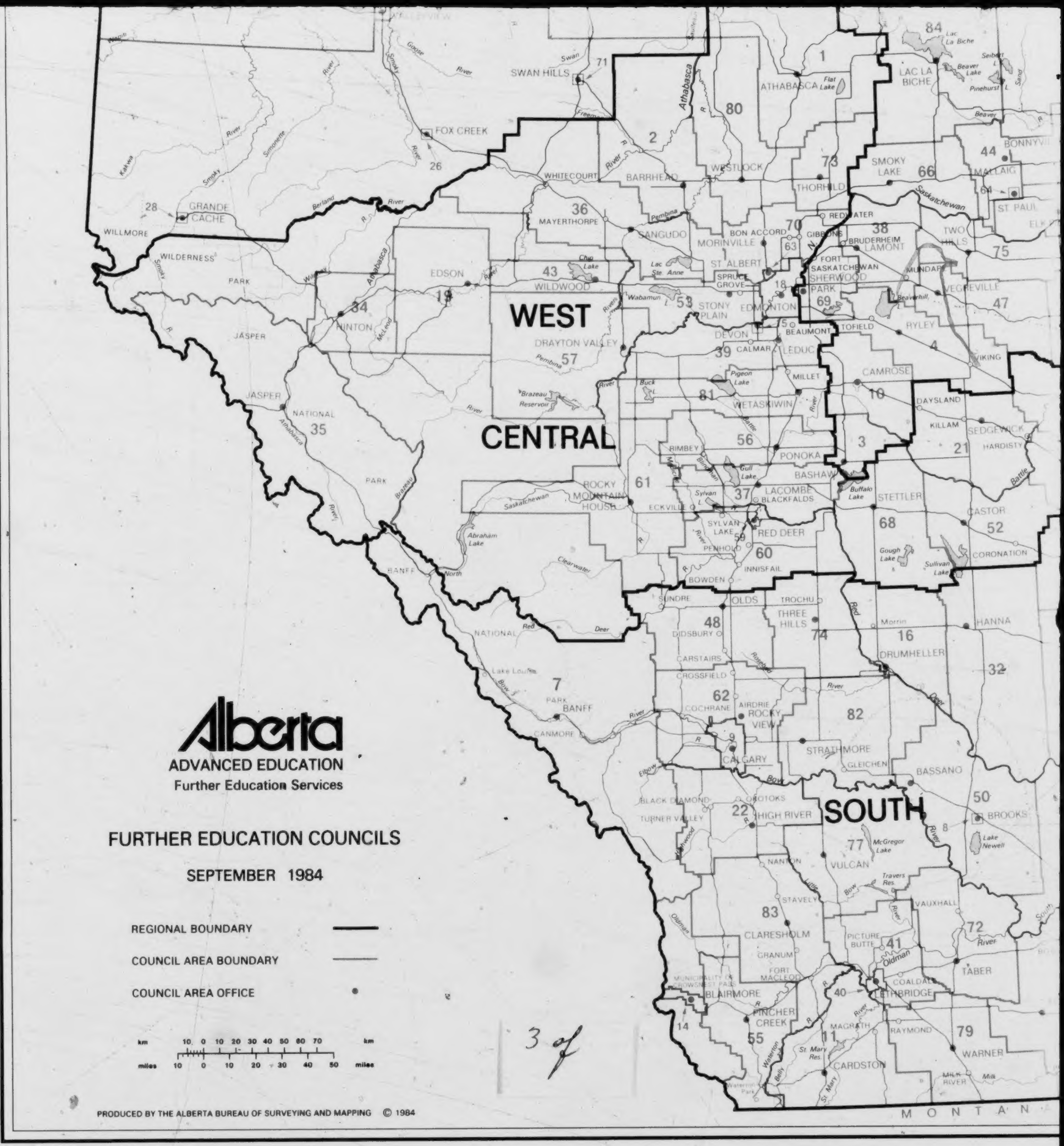
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Alberta

ADVANCED EDUCATION

Further Education Services

FURTHER EDUCATION COUNCILS

SEPTEMBER 1984

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LIST OF FURTHER EDUCATION COUNCILS

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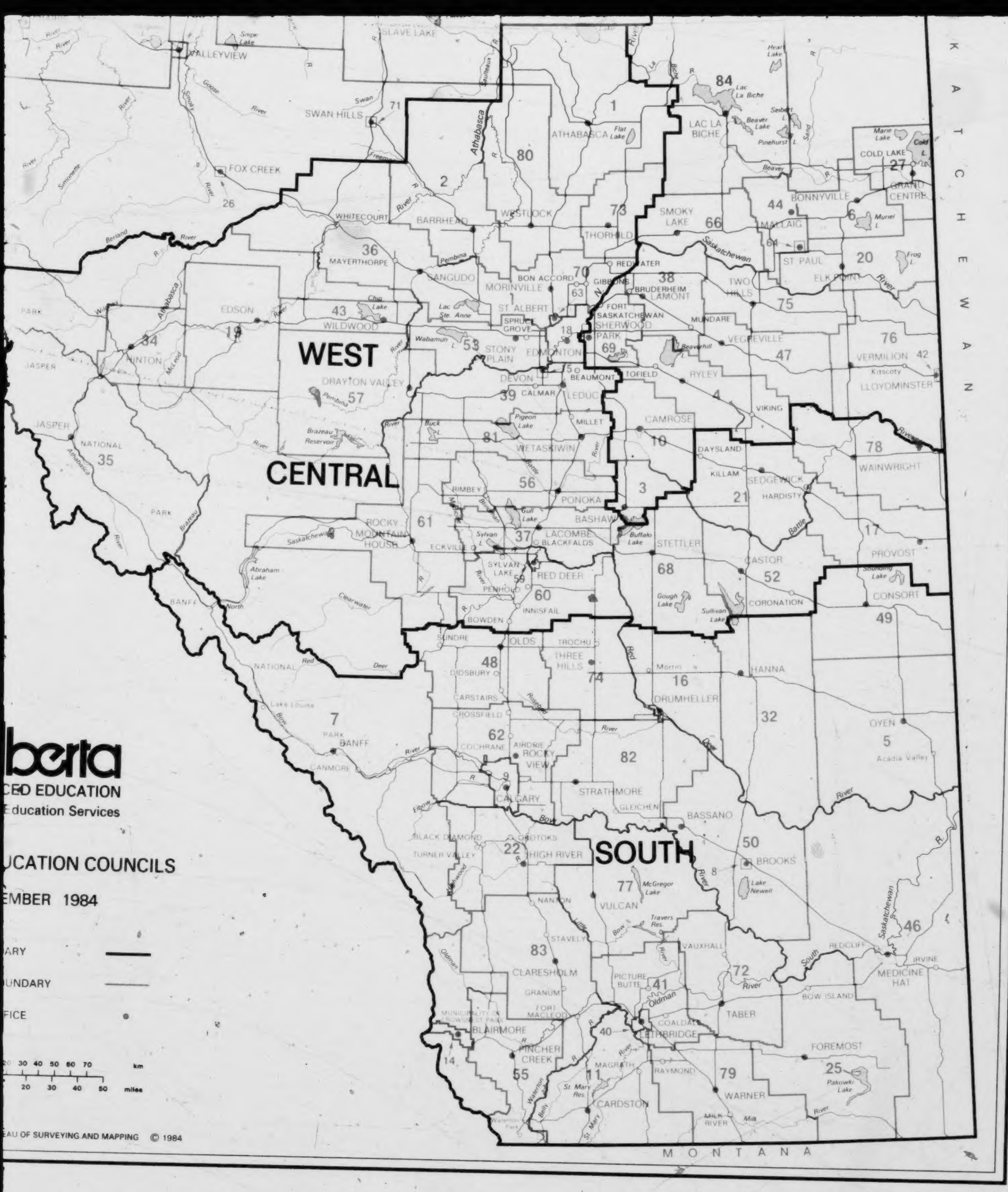
2	- Barrhead & District	30	- Grande Prairie (Area)	58	- Pra
3	- Bashaw & Area	31	- Grimshaw/Berwyn	59	- Rec
4	- County of Beaver	32	- Hanna & District	60	- Rec
5	- Big Country	33	- North East	61	- Roc
6	- Bonnyville Local	34	- Hinton	62	- Roc
7	- Bow Corridor	35	- Jasper	63	- St.
8	- Brooks	36	- Lac Ste. Anne	64	- St.
9	- Calgary	37	- County of Lacombe	65	- Nor
		38	- County of Lamont #30	66	



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LIST OF FURTHER EDUCATION COUNCILS

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MAP CODE	COUNCIL NAME
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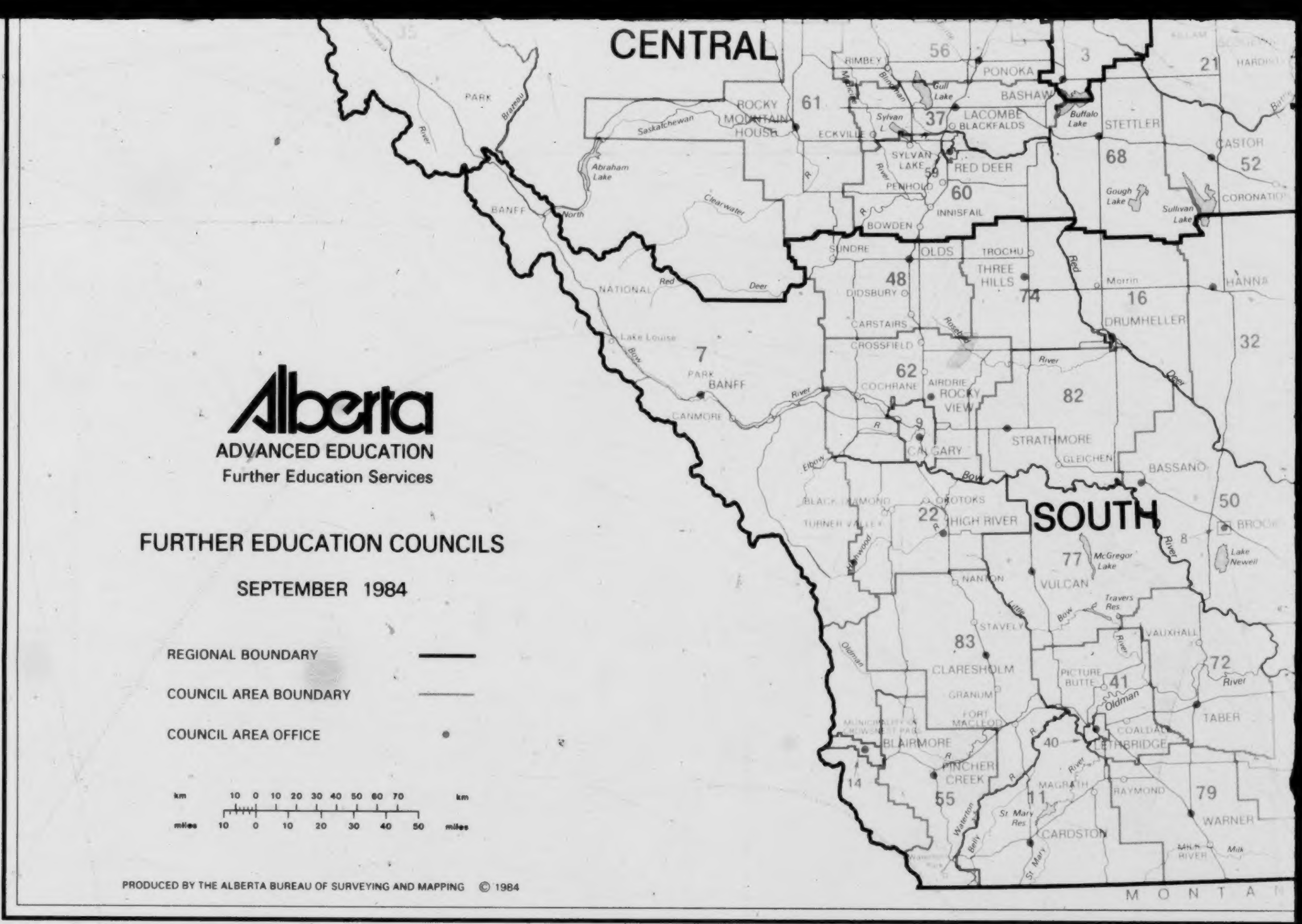
31	- Grimshaw/Berwyn
32	- Hanna & District
33	- North East
34	- Hinton
35	- Jasper

MAP CODE	COUNCIL NAME
57	- Powerhouse
58	- Prairie River
59	- Red Deer (City)
60	- Red Deer County
61	- Rocky & District
62	- Rocky View
63	- St. Albert & District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Alberta

ADVANCED EDUCATION

Further Education Services

FURTHER EDUCATION COUNCILS

SEPTEMBER 1984

REGIONAL BOUNDARY

COUNCIL AREA BOUNDARY

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LIST OF FURTHER EDUCATION COUNCILS

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1	County of Athabasca	29	Grande Prairie (City)	57
2	Barrhead & District	30	Grande Prairie (Area)	58
3	Bashaw & Area	31	Grimshaw/Berwyn	59
4	County of Beaver	32	Hanna & District	60
5	Big Country	33	North East	61
6	Bonnyville Local	34	Hinton	62
7	Bow Corridor	35	Jasper	63
8	Brooks	36	Lac Ste. Anne	64
9	Calgary	37	County of Lacombe	65
10	Camrose & Area	38	County of Lamont #30	66
11	Cardston School Division	39	Leduc	67
12	Chinchaga	40	Lethbridge Lifelong Learning Association	68
13	Central Peace			69
14	Crowsnest Pass Community	41	Lethbridge County	70
15	Devon	42	Lloydminster	71
16	Drumheller & District	43	Lobstick	72
17	East Park Educational Opportunities Council	44	Mallaig & District	73
		45	Manning & District	74
18	Edmonton A.C.E.R.	46	Medicine Hat & District	75
19	Edson Service Areas	47	County of Minburn	76
20	Elk Point & District	48	Mountain View	77
21	Flagstaff	49	Neutral Hills	78
22	Foothills	50	County of Newell	79
23	Fort Chipewyan	51	Northwest Peace	80
24	Fort McMurray	52	County of Paintearth	81
25	Forty Mile	53	Parkland	82
26	Fox Creek	54	Peace River	83
27	Grand Centre Regional	55	Pincher Creek	84
28	Grande Cache	56	Ponoka	85

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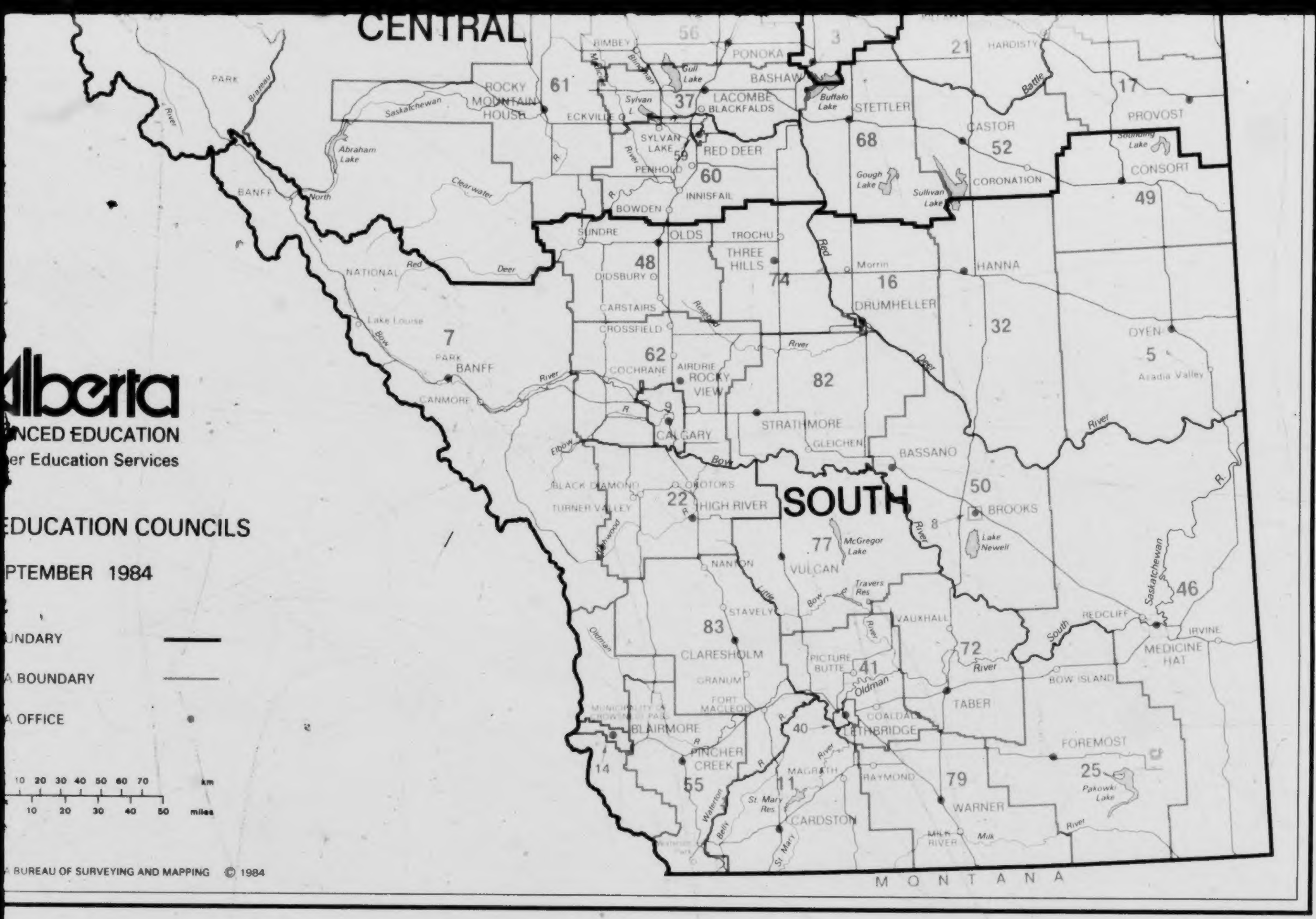
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LIST OF FURTHER EDUCATION COUNCILS

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31	- Grimshaw/Berwyn	59	- Red Deer (City)
32	- Hanna & District	60	- Red Deer County
33	- North East	61	- Rocky & District
34	- Hinton	62	- Rocky View
35	- Jasper	63	- St. Albert & District
36	- Lac Ste. Anne	64	- St. Paul Community
37	- County of Lacombe	65	- North Central Lakelands
38	- County of Lamont #30	66	- County of Smoky Lake
39	- Leduc	67	- Smoky River
40	- Lethbridge Lifelong Learning Association	68	- Stettler & District
		69	- County of Strathcona
41	- Lethbridge County	70	- Sturgeon
42	- Lloydminster	71	- Swan Hills
43	- Lobstick	72	- Taber & District
44	- Mallaig & District	73	- County of Thorhild Local
45	- Manning & District	74	- Three Hills Local
46	- Medicine Hat & District	75	- County of Two Hills
47	- County of Minburn	76	- Vermilion River
48	- Mountain View	77	- County of Vulcan
49	- Neutral Hills	78	- Wainwright & District
50	- County of Newell	79	- County of Warner #5
51	- Northwest Peace	80	- Westlock & District
52	- County of Paintearth	81	- Wetaskiwin City & County
53	- Parkland	82	- Wheatland
54	- Peace River	83	- Willow Creek
55	- Pincher Creek	84	- Lac La Biche
56	- Ponoka	85	- Valleyview & District

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FURTHER EDUCATION

policy
guidelines
procedures

Effective
November 30, 1982

Alberta
ADVANCED EDUCATION

FURTHER EDUCATION

POLICY, GUIDELINES AND PROCEDURES

The Government of Alberta is committed to providing opportunities for Albertans to develop their diverse individual capabilities and to providing high quality services for Albertans. Through the promotion of adult participation in a coordinated program of further education activities in this Province, the Government seeks to encourage public participation in educational decision making on a local and regional basis.

Alberta Advanced Education acts in the belief that there should be the opportunity for each Alberta resident to participate in further education. Further education constitutes planned educational experiences designed to be integrated on a part-time basis into the ongoing life styles of adults as part of a system of recurrent education.

The Further Education Policy of Alberta Advanced Education endorses the concept that the primary purpose of further education programming must be to fulfill the further education needs of adult Albertans. The Policy recognizes that a variety of agencies, institutions and Government Departments have roles in providing further education programs, and that they require operational flexibility to meet diverse adult learner needs.

Access to life-long learning is necessary to enable Albertans to better understand and cope with changing social and economic conditions, as well as contribute to an overall improvement in the quality of life in the Province.

The Policy, Guidelines and Procedures which follow are designed to enable Albertans to attain these ends.

POLICY

The Department of Advanced Education will facilitate involvement in further education by adult Albertans, and encourage systematic inter-agency communication, co-operation and coordination in further education programming.

GUIDELINES

1. Advanced Education assumes a role in the coordination of publicly supported further education programs. The major function of a Local Further Education Council is to coordinate further education at the local level on an inter-agency basis.

2. Non-credit further education programs approved and coordinated at the local level may be eligible for funding by Advanced Education.

3. Non-credit further education roles of advanced educational institutions should be logical extensions of their roles for meeting the needs of credit students.

4. Advanced Education will encourage advanced educational institutions to facilitate access by further education students to credit courses.

5. Advanced educational institutions and school systems are encouraged to maintain an administrative capability for "providing" further education programs.

6. Advanced education institutions should continue to provide financial support for public service functions through their regular operating budgets.

7. Advanced Education encourages advanced education institutions to utilize the facilities provided for credit students, in meeting the needs of their non-credit further education students.

8. Advanced Education will encourage further education research, and the development and operation of special further education courses.

9. Advanced Education will encourage programming agencies to train volunteers to work in their further education programming activities.

10. Advanced Education encourages programming agencies to utilize local resource people in their further education programming activities.

Guidelines Concluded ... 3

Guidelines Concluded:

11. It is seen as desirable by Advanced Education that no interested Alberta citizen be deprived of the opportunity to participate in a further education program because of an inability to pay tuition or other participation costs.

12. Advanced Education encourages advanced educational institutions to work co-operatively with people in professions and occupations in the development and provision of continuing professional and career educational programs. Direct instructional costs for continuing professional/career education should be the financial responsibility of the practitioner and/or their employing institutions, agencies or organizations, except in extenuating circumstances.[1]

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[1] *This guideline is based on the assumption that professional people are relatively better able to pay such costs as a result of a large public investment in their initial training. Where such is not the case, exceptions to this policy may be considered, such as the retraining of people whose initial training is no longer in demand.*

PROCEDURES

1. The ultimate goal of a Local Further Education Council is to mobilize all resources to offer coordinated, comprehensive, meaningful courses of further education to adults in the community. A Local Further Education Council is not intended to assume the operation of any of its member agencies. A Local Further Education Council is intended to serve people within a region which may be defined by city, county or school division boundaries.

2. A Local Further Education Council is empowered to approve Non-credit Further Education Courses that:

   (a) comply with the Further Education Policy, Guidelines and Procedures and specifically comply with the definition of a Non-credit Further Education Course;

   (b) are sponsored by the Local Hosting Authority(ies) in good standing with the Local Further Education Council, and which can satisfactorily meet the course objectives within the overall mandate of the authority(ies) at a reasonable cost.

   (c) are not an unnecessary replication of another course.

3. The responsibility for the subject matter and quality of a Non-credit Further Education Course remains with the sponsoring Local Hosting Authority(ies).

4. Advanced Education will identify the maximum grant which may be claimed by Local Hosting Authorities directly or through each Local Further Education Council. These allocations will be based on funds available during any fiscal period and will take into consideration the level of activity proposed by Local Hosting Authorities, and the need to reduce regional disparities in services.

5. Non-credit Further Education Courses must be approved by a Local Further Education Council and Advanced Education prior to commencement.

6. Grants for completed Non-credit Further Education Courses may be paid to a Local Hosting Authority. The grants must be wholly applied to reduce the direct instructional costs of Further Education Courses and shall be paid:

Procedures Continued ... 5

(a) to public agency and private agency Local Hosting Authorities up to $8.00 per course instructional hour for all Non-credit Further Education Courses that have the approval of a Local Further Education Council except as indicated in clauses (b) and (c) below;

(b) to Local Hosting Authorities, up to $16.00 per course instructional hour for Adult Basic Literacy, English or French as a Second Language, or Citizenship Non-credit Further Education Courses, provided such courses have the approval of the Local Further Education Council. English or French as a Second Language classes are expected to have new Canadians as students to qualify for grants under this section;

(c) to Local Hosting Authorities, on approval by the Local Further Education Council and Advanced Education up to $30.00 per course instructional hour for Special Non-credit Further Education Courses or courses on Community Problems.

7. The Chief Executive Officer, or designate, of a Local Hosting Authority shall apply to Advanced Education for the purpose of receiving grants. Grants for completed Non-credit Further Education Courses will be paid on submission of appropriate claim forms to Advanced Education at such time as required by the Department.

8. Grants for the operation of Local Further Education Councils may be paid to a Local Hosting Authority designated by a Local Further Education Council. The grant shall be:

(a) with the approval of Advanced Education, 20.5 cents per kilometer up to a maximum of $3,000.00 annually per council for travel costs related to round trip distances of more than 50 kilometers. Such travel costs must be associated with utilization of instructional personnel travelling more than fifty kilometers round trip to teach the course when no suitable instructional personnel are available locally.

(b) up to $1,500.00 per Council annually for administrative and joint advertising costs as documented by the Council.

Procedures Continued ... 6

9. Support costs other than direct instructional costs, should be included and specifically identified in the regular operating budgets of Advanced Education Local Hosting Authorities, except School Boards.

   School Boards may claim an additional amoung equal to 15 percent of monies paid the Board under Section 5, for school sytem, administrative and advertising costs associated with offering further education courses. In lieu of the 15 percent cited above, a designated School Board may be paid a grant of up to $10,000.00 per annum for administrative costs associated with offering further education courses and for providing leadership and service to a Local Further Education Council as designated by Alberta Advanced Education.

10. Any board established under The Colleges Act may be paid a grant of up to $10,000.00 per annum for costs associated with providing leadership and service to a Local Further Education Council as designated by Alberta Advanced Education.

11. Where other sources of financing are not available, Local Hosting Authorities may make application to Advanced Education for grants on a project proposal basis for further education programs of a special nature. Such proposals must be examined by the Local Further Education Council if their impact is local, and may be subject to a recommendation for approval by the Minister's Advisory Committee on Further Education before final approval by Advanced Education.

12. A Local Hosting Authority may appeal an action of the Local Further Education Council; and Local Hosting Authorities or Local Further Education Councils may appeal departmental interpretations of this policy and its guidelines and procedures to the Minister, who may seek the advice of the Minister's Advisory Committee on Further Education.

DEFINITIONS

1. A *Non-Credit Further Education Course* for grant purposes means a course of studies which:

   (a) - is offered on a non-credit basis;

   (b) has as its major and overriding purpose that of bringing about learning, as opposed to being primarily an opportunity to participate in or practice some activity previously learned;

   (c) constitutes a planned teaching-learning situation;

   (d) is non-sectarian in nature;

   (e) is directed to Alberta residents 18 years of age and over;

   (f) is designed to be open for attendance by any interested adult, and not specifically intended to maintain nor upgrade the competence of skilled workers or professional persons nor intended to train individuals or members of a club or organization for purposes of competition or presentation of performances;

   (g) is specifically intended for adults pursuing education on a part-time basis;

   (h) is offered on a non-profit basis;

   (i) is conducted according to a written course outline, held on file by a Local Hosting Authority;

   (j) is the responsibility of a Local Hosting Authority;

   (k) normally has an enrollment of at least eight adults;

   (l) has a duration of less than 100 instructional hours;

   (m) in cases where grants for English or French as a Second Language, Citizenship or Adult Basic Literacy Non-Credit Further Education Courses are claimed, the courses are taught by persons with qualifications such as a valid teaching certificate issued by the Alberta Department of Education or other qualifications acceptable to the Department of Advanced Education;

   (n) is not eligible for financing of instructional costs by other Provincial or Federal Government sources;

   (o) is open to audit in administration and conduct by Advanced Education.

Definitions Continued ... 8

2. *Adult Basic Literacy Non-Credit Further Education Courses* mean courses designed to upgrade the academic skills of adult students to the equivalent of the grade nine level of competence.

3. *Citizenship Non-Credit Further Education Courses* for new Canadians mean courses designed to orient immigrant people to life in Canada.

4. *Community Problems Further Education Courses* mean courses which are intended to involve interested adults, regardless of economic means, in systematic study of community problems, subject to the following conditions:

    (a) the problem under study must be of such magnitude that it could potentially affect the majority of people in the community to which the problem applies, or the majority of people within an identifiable minority group in the community;

    (b) the course of study must be about a problem encompassing probable causes and reasonable solutions or it must treat in an objective way the desirability and feasibility of a possible solution to a problem;

    (c) any rate of tuition must be kept as low as possible to make it feasible for any interested person, regardless of economic means, to be involved in the study.

5. *Special Non-Credit Further Education Courses* are courses directed to people who cannot or ought not pay full or partial tuition. Such people may include senior citizens, people on social assistance, low income people, mentally or physically handicapped people, people who have not had the advantage of training to earn an income, people who are prepared to offer their skills at no cost as a result of training, rural people where sparse population and low course registration results in unreasonably high tuition costs, and the general public where the course is necessary to the well being or progress of society.

6. *English or French as a Second Language Non-Credit Further Education Course* means courses intended to provide basic proficiency in English or French as a second working language.

7. *Local Hosting Authority means:*

    (a) an Alberta public advanced education authority which has responsibilities for offering Further Education Courses to adults. This includes the Banff Centre, boards of governors of Alberta universities, boards of governors of Alberta public colleges, Alberta vocational centres, technical institutes and school boards;

Definitions Continued ... 9

(b) a public agency as specified under the laws, regulations or departmental operating procedures of the Government of Alberta which has responsibilities for offering Non-Credit Further Education Courses to adults and may include, for example any recreation board, public health unit, agricultural extension office, or family and community support services offices;

(c) a private agency, institution or organization registered under the Societies Act of Alberta, the Cooperatives Act of Alberta or defined under the Department of Advanced Education Act or the Colleges Act, which offers Non-Credit Further Education Courses on a non-profit, non-sectarian, public service basis, and may include organizations such as the Young Men's Christian Association, Young Women's Christian Association, Rural Education and Development Association, Agricultural Societies, Allied Art Councils, Women's Institutes, and Independent Colleges in Alberta.

8. *Minister* means the Minister of Alberta Advanced Education.

9. *School Board* means a board of trustees as defined in The School Act.

10. *Local Further Education Councils*, the structure and functioning of which shall be approved by the Department of Advanced Education means councils comprising people in communities throughout the province who individually, or as representatives of institutions or organizations, hold responsibilities for offering further education courses to adults. Membership is open to such persons as:

    (a) Further Education personnel from the nearest advanced educational institution(s);

    (b) the School Superintendent;

    (c) a member of the School Board or Board of Education of a County;

    (d) the local representative of the Department of Recreation and Parks;

    (e) the Recreation Director, or a member of a Recreation Board;

    (f) the Medical Officer of Health or Public Health Nurse;

    (g) the District Home Economist;

    (h) the District Agriculturist;

    (i) the Family and Community Support Services;

    (j) the Municipal Librarian;

Definitions Continued ... 10

Definitions Continued: ... 10

(k) a local representative of the Alberta Educational Communications Corporation (ACCESS);

(l) representatives of non-profit, public service organizations which have as an educational purpose the provision of Non-Credit Further Education Courses to adults;

(m) the nearby Regional Representative of Alberta Culture;

(n) the Regional Representative for Alberta Consumer and Corporate Affairs;

(o) a regional E.C.S. Advisory Council representative;

(p) a Local Council on Aging representative; and

(q) citizens who recognize the worth of further education and are vitally interested in fostering such learning opportunities.

APPENDIX II

QUESTIONNAIRE

LETTERS OF TRANSMITTAL

The Function of the Further Education Council Coordinator in Alberta

QUESTIONNAIRE

SECTION A: PERSONAL INFORMATION

A tabulation of the responses to this section of the questionnaire will provide broad background information regarding the coordinators in Alberta.

PLEASE NOTE: We want to assure complete anonymity of responses. DO NOT put your name or signature on this form or personalize it in any way. Thank you.

Please answer the following questions by circling the appropriate number in the adjacent column.

FOR OFFICE USE ONLY..

-- 1

1. Which category best describes your age group? CC

0 - 25 yrs.. 1
26 - 35 yrs.. 2
36 - 45 yrs.. 3
46 - 55 yrs.. 4
65 and Over.. 5 4

2. How many years have you been Coordinator of your Council?

1 or less.. 1
2 - 4.. 2
5 - 7.. 3
8 - 10.. 4
11 or more.. 5 5

3. Prior to serving as coordinator did you hold any other position on your present or any other further education council in Alberta? ie: Chairperson, Area Rep.

Yes.. 1
No.. 2 6

4. How long have you resided in the area in which you serve as coordinator?

1 year or less.................................. 1
2 - 4 years..................................... 2
5 - 7 years..................................... 3
8 - 10 years.................................... 4
11 years or more................................ 5 7

5. The population of the community in which you serve as coordinator is approximately how large in size?

2,000 or less................................... 1
2,001 - 5,000................................... 2
5,001 - 10,000.................................. 3
10,001 - 20,000................................. 4
20,001 - or more................................ 5 8

6. In which region of the province (as designated for Further Education Regional Meetings) is your council located?

Northwest....................................... 1
Northeast....................................... 2
Yellowhead...................................... 3
Central... 4
South... 5 9

7. As viewed by your council, is your position as coordinator a full-time or a part-time job?

Full-time....................................... 1
Part-time....................................... 2 10

8. Which category most accurately describes your annual salary as a coordinator?

$ 5,000 or less................................. 1
5,001 - 8,000................................... 2
8,001 - 10,000.................................. 3

10,000 - 20,000.............................. 4

20,000 or more............................... 5 11

9. Are you currently employed in a paid position other than as coordinator?

Yes.. 1

No... 2 12

10. Which of the following best describes the number of hours per week that you work as a coordinator?

Less than 10................................. 1

11 - 15 2

16 - 20 3

21 - 30 4

31 or more................................... 5 13

11. Which of the following best indicates your present level of schooling?

GRADE XII or less............................ 1

Technical/Professional training.............. 2

Some University or College................... 3

University Degree............................ 4

Graduate Work................................ 5 14

12. If you have been enrolled in a personal development program within the last year please indicate in which category.

Upgrading related to career.................. 1

Recreational or general interest............. 2

Personal growth.............................. 3

Other.. 4

None in last year............................ 5 15

SECTION B: TASK STATEMENT ANALYSIS

The following statements represent tasks that a further education council coordinator may or may not become involved in doing as part of her/his normal function. Please indicate for each task the degree to which you are presently doing the activity as coordinator for your council. After you have completed the entire left hand column for all task statements re-read the statements and indicate the level of appropriateness you feel the activity has to the overall function of the coordinator. i.e. Is the task something that the coordinator should be doing?

TASK STATEMENTS - FINANCIAL

DEGREE OF ACTIVITY I am currently performing this task..						PLEASE CIRCLE THE SELECTED NUMBER..	LEVEL OF APPROPRIATENESS I feel this task is:						FOR OFFICE USE ONLY CC
To a Very High Degree	To a High Degree	To a Moderate Degree	To a Low Degree	Not at all	No Opinion	THE FURTHER EDUCATION COUNCIL COORDINATOR AS PART OF HER/HIS OVERALL FUNCTION:	Extremely Appropriate	Very Appropriate	Moderately Appropriate	Not very Appropriate	Not Appropriate at all	No Opinion	
HIGH					LOW		HIGH					LOW	
5	4	3	2	1	0	Prepares a budget in accordance with the policies, regulations and procedures of the council.	5	4	3	2	1	0	16, 17
5	4	3	2	1	0	Uses Budgetary guidelines to priorize course offering(s).	5	4	3	2	1	0	18, 19
5	4	3	2	1	0	Makes purchase decisions about instructional equipment subject to the constraints of the council budget e.g. Audi-Visual equipment.	5	4	3	2	1	0	20, 21
5	4	3	2	1	0	Purchases material and supplies for council use.	5	4	3	2	1	0	22, 23

5	4	3	2	1	0	Collects tuition fees for all council courses.	5	4	3	2	1	0	24, 25
5	4	3	2	1	0	Collects tuition fees for all courses offered by the Designated Hosting Authority.	5	4	3	2	1	0	26, 27
5	4	3	2	1	0	Establishes procedures for acquiring and managing tuition revenues.	5	4	3	2	1	0	28, 29
5	4	3	2	1	0	Maintains a book-keeping system in accordance with the needs of the council.	5	4	3	2	1	0	30, 31
5	4	3	2	1	0	Prepares financial statements as required by the council.	5	4	3	2	1	0	32, 33
5	4	3	2	1	0	Prepares financial statements as required by Further Education Services e.g., FEPS forms.	5	4	3	2	1	0	34, 35

TASK STATEMENTS - FACILITATIVE

DEGREE OF ACTIVITY I am currently performing this task..						PLEASE CIRCLE THE SELECTED NUMBER... THE FURTHER EDUCATION COUNCIL COORDINATOR AS PART OF HER/HIS OVERALL FUNCTION:	LEVEL OF APPROPRIATENESS I feel this task is:						FOR OFFICE USE ONLY
To a Very High Degree	To a High Degree	To a Moderate Degree	To a Low Degree	Not at all	No Opinion		Extremely Appropriate	Very Appropriate	Moderately Appropriate	Not Very Appropriate	Not Appropriate at all	No Opinion	CC
HIGH					LOW		HIGH					LOW	
5	4	3	2	1	0	Establishes procedures for student registration.	5	4	3	2	1	0	36, 37
5	4	3	2	1	0	Arranges for facility rentals as required to offer courses.	5	4	3	2	1	0	38, 39
5	4	3	2	1	0	Arranges for Janitorial Service in classroom as required.	5	4	3	2	1	0	40, 41
5	4	3	2	1	0	Arranges for activities that supplement course content, e.g., field trips.	5	4	3	2	1	0	42, 43
5	4	3	2	1	0	Identifies local and regional resources for council use.	5	4	3	2	1	0	44, 45
5	4	3	2	1	0	Utilizes community resources in council courses to most efficient level.	5	4	3	2	1	0	46, 47
5	4	3	2	1	0	Coordinates non-instructional services e.g. obtaining overhead projectors, films, etc.	5	4	3	2	1	0	48, 49
5	4	3	2	1	0	Coordinates the use of Professional support staff e.g. Reading or Language Specialists.	5	4	3	2	1	0	50, 51

TASK STATEMENTS - REPRESENTATIVE

DEGREE OF ACTIVITY I am currently performing this task..						PLEASE CIRCLE THE SELECTED NUMBER...	LEVEL OF APPROPRIATENESS I feel this task is...						FOR OFFICE USE ONLY
To a Very High Degree	To a High Degree	To a Moderate Degree	To a Low Degree	Not at all	No Opinion	THE FURTHER EDUCATION COUNCIL COORDINATOR AS PART OF HER/HIS OVERALL FUNCTION:	Extremely Appropriate	Very Appropriate	Moderately Appropriate	Not Very Appropriate	Not Appropriate at all	No Opinion	CC
HIGH					LOW		HIGH					LOW	
5	4	3	2	1	0	Attends inter-agency meetings on behalf of the council.	5	4	3	2	1	0	52, 53
5	4	3	2	1	0	Participates in speaking engagements and social gatherings.	5	4	3	2	1	0	54, 55
5	4	3	2	1	0	Makes media (T.V., Radio) appearances to promote the council and its role in the community.	5	4	3	2	1	0	56, 57
5	4	3	2	1	0	Conducts local workshops on the role of the council in the community.	5	4	3	2	1	0	58, 59

TASK STATEMENTS - INFORMATIONAL

DEGREE OF ACTIVITY I am currently performing this task...							LEVEL OF APPROPRIATENESS I feel this task is:						FOR OFFICE USE ONLY
To a Very High Degree	To a High Degree	To a Moderate Degree	To a Low Degree	Not at all	No Opinion	PLEASE CIRCLE THE SELECTED NUMBER... THE FURTHER EDUCATION COUNCIL COORDINATOR AS PART OF HER/HIS OVERALL FUNCTION:	Extremely Appropriate	Very Appropriate	Moderately Appropriate	Not Very Appropriate	Not Appropriate at all	No Opinion	--2 CC
HIGH					LOW		HIGH					LOW	
5	4	3	2	1	0	Circulates minutes of council meetings to all parties and agencies as necessary.	5	4	3	2	1	0	4, 5
5	4	3	2	1	0	Distributes newsletters, memos and press releases.	5	4	3	2	1	0	6, 7
5	4	3	2	1	0	Prepares and arranges for regular newspaper and radio advertisements.	5	4	3	2	1	0	8, 9
5	4	3	2	1	0	Develops newsletters, brochures and other communication linkages with the community.	5	4	3	2	1	0	10, 11
5	4	3	2	1	0	Provides information for financial audits.	5	4	3	2	1	0	12, 13
5	4	3	2	1	0	Prepares drafts and briefs to Department of Advanced Education.	5	4	3	2	1	0	14, 15
5	4	3	2	1	0	Prepares annual reports of council's activities and status.	5	4	3	2	1	0	16, 17
5	4	3	2	1	0	Distributes council's annual report.	5	4	3	2	1	0	18, 19
5	4	3	2	1	0	Maintains catalogued inventory of local resources.	5	4	3	2	1	0	20, 21

5	4	3	2	1	0	Interprets council policies, regulations, procedures, and priorities to instructional staff.	5	4	3	2	1	0	22, 23
5	4	3	2	1	0	Makes available to students educational information derived from various sources.	5	4	3	2	1	0	24, 25
5	4	3	2	1	0	Makes available to students occupational information derived from various sources.	5	4	3	2	1	0	26, 27
5	4	3	2	1	0	Maintains a system of student attendance in council course offerings.	5	4	3	2	1	0	28, 29

TASK STATEMENTS - CLERICAL

DEGREE OF ACTIVITY I am currently performing this task							LEVEL OF APPROPRIATENESS I feel this task is:						FOR OFFICE USE ONLY..
To a Very High Degree	To a High Degree	To a Moderate Degree	To a Low Degree	Not at all	No Opinion	PLEASE CIRCLE THE SELECTED NUMBER... THE FURTHER EDUCATION COUNCIL COORDINATOR AS PART OF HER/HIS OVERALL FUNCTION:	Extremely Appropriate	Very Appropriate	Moderately Appropriate	Not Very Appropriate	Not Appropriate at all	No Opinion	CC
HIGH					LOW		HIGH					LOW	
5	4	3	2	1	0	Takes minutes at council meetings.	5	4	3	2	1	0	30, 31
5	4	3	2	1	0	Types all council forms for signatures.	5	4	3	2	1	0	32, 33
5	4	3	2	1	0	Deals with all correspondence on behalf of council.	5	4	3	2	1	0	34, 35
5	4	3	2	1	0	Maintains a filing system for the council.	5	4	3	2	1	0	36, 37

TASK STATEMENTS - PERSONNEL

DEGREE OF ACTIVITY I am currently performing this task..							LEVEL OF APPROPRIATENESS I feel this task is:						FOR OFFICE USE ONLY
To a Very High Degree	To a High Degree	To a Moderate Degree	To a Low Degree	Not at all	No Opinion	PLEASE CIRCLE THE SELECTED NUMBER... THE FURTHER EDUCATION COUNCIL COORDINATOR AS PART OF HER/HIS OVERALL FUNCTION:	Extremely Appropriate	Very Appropriate	Moderately Appropriate	Not Very Appropriate	Not Appropriate at all	No Opinion	CC
HIGH					LOW		HIGH					LOW	
5	4	3	2	1	0	Develops instructional contracts.	5	4	3	2	1	0	38, 39
5	4	3	2	1	0	Provides orientation to new staff.	5	4	3	2	1	0	40, 41
5	4	3	2	1	0	Recruits qualified instructors for courses hosted by the Designated Hosting Authority.	5	4	3	2	1	0	42, 43
5	4	3	2	1	0	Establishes a system for training instructors in the use of a variety of media equipment e.g., projector, slide-tape equipment.	5	4	3	2	1	0	44, 45
5	4	3	2	1	0	Evaluates the performance of instructors teaching courses on behalf of the Designated Hosting Authority.	5	4	3	2	1	0	46, 47
5	4	3	2	1	0	Evaluates the performance of instructors teaching all council courses.	5	4	3	2	1	0	48, 49
5	4	3	2	1	0	Utilizes services of subject matter specialists e.g. English as a Second Language & Adult Basic Literacy.	5	4	3	2	1	0	50, 51

5	4	3	2	1	0	Plans professional development activities for self and other council members on the basis of a needs assessment.	5	4	3	2	1	0	52, 53

TASK STATEMENTS - NEEDS IDENTIFICATION

DEGREE OF ACTIVITY I am currently performing this task						PLEASE CIRCLE THE SELECTED NUMBER..	LEVEL OF APPROPRIATENESS I feel this task is:						FOR OFFICE USE ONLY
To a Very High Degree	To a High Degree	To a Moderate Degree	To a Low Degree	Not at all	No Opinion	THE FURTHER EDUCATION COUNCIL COORDINATOR AS PART OF HER/HIS OVERALL FUNCTION:	Extremely Appropriate	Very Appropriate	Moderately Appropriate	Not Very Appropriate	Not Appropriate at all	No Opinion	CC
HIGH					LOW		HIGH					LOW	
5	4	3	2	1	0	Develops a statement of goals for the council.	5	4	3	2	1	0	54, 55
5	4	3	2	1	0	Assesses the effectiveness of the council's annual programming in meeting the needs of the community.	5	4	3	2	1	0	56, 57
5	4	3	2	1	0	Utilizes community input when making decisions about courses.	5	4	3	2	1	0	58, 59
5	4	3	2	1	0	Considers individual differences among adults when organizing courses on behalf of the school authority e.g., the needs of seniors, the disadvantaged, single parents.	5	4	3	2	1	0	60, 61
5	4	3	2	1	0	Conducts a survey of program drop-outs.	5	4	3	2	1	0	62, 63

TASK STATEMENTS - MISCELLANEOUS

DEGREE OF ACTIVITY I am currently performing this task							LEVEL OF APPROPRIATENESS I feel this task is:						FOR OFFICE USE ONLY
To a Very High Degree	To a High Degree	To a Moderate Degree	To a Low Degree	Not at all	No Opinion	PLEASE CIRCLE THE SELECTED NUMBER... THE FURTHER EDUCATION COUNCIL COORDINATOR AS PART OF HER/HIS OVERALL FUNCTION:	Extremely Appropriate	Very Appropriate	Moderately Appropriate	Not Very Appropriate	Not Appropriate at all	No Opinion	CC
HIGH					LOW		HIGH					LOW	
5	4	3	2	1	0	Establishes procedures for modifying course content.	5	4	3	2	1	0	64, 65
5	4	3	2	1	0	Utilizes council recommendations in revising course content.	5	4	3	2	1	0	66, 67
5	4	3	2	1	0	Makes recommendations for improvement of physical facilities e.g., classrooms, furnishings.	5	4	3	2	1	0	68, 69
5	4	3	2	1	0	Recruits additional Hosting Agencies (Local Hosting Authorities).	5	4	3	2	1	0	70, 71
5	4	3	2	1	0	Recruits students.	5	4	3	2	1	0	72, 73
5	4	3	2	1	0	Please list below any task statements that you feel have been overlooked in Section B of this questionnaire and respond as you have done for the above statements. Thank you for your time and cooperation.	5	4	3	2	1	0	74, 75

Alberta
ADVANCED EDUCATION

Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L1

January 11, 1984

To: Council Coordinators

Enclosed please find a questionnaire pertaining to the Function of the Further Education Council Coordinator in Alberta.

The purpose of this study is to consolidate a series of task statements into a description of the activities that a coordinator might be assigned as a normal function of her/his position. This will be accomplished by exploring the activities of the further education council coordinator from the Coordinator's viewpoint.

This study, under the auspices of Further Education Services Branch, Department of Advanced Education, is being conducted as partial requirement for my Masters of Education in Educational Administration.

I know that there are many demands on your time however I would very much appreciate your completing this questionnaire and returning it in the enclosed, postage paid envelope by February 24, 1984. In order to assure complete anonymity of responses I would ask that you not personalize the questionnaire in any way....unless you want to.

Thank you for your kind assistance and cooperation.

Yours sincerely,

Rollie H. Seville
Consultant
Further Education Services

RHS/cs
Encl:

March 8, 1984

To: Further Education Council
Coordinators

Several weeks ago a questionnaire: "The Function of the Further Education Council Coordinator in Alberta" was mailed to you. To date I have received approximately 80% of these questionnaires all properly completed. It is however very important to this study that we receive as much input from council coordinators as possible.

It would then be very much appreciated if you would take a few minutes to complete this questionnaire and return it to this office at your earliest convenience.

If you have already completed and returned the questionnaire please accept my thanks for your interest and cooperation.

Yours very truly,

Rollie

Rollie H. Seville
Consultant
Further Education Services

RHS/cs